

42nd Annual Report

OF THE
Board of Education
OF THE
City of Newark, N. J.

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FORTY-SECOND ANNUAL REPORT
OF THE
BOARD OF EDUCATION,
OF THE CITY OF NEWARK,
FOR THE
YEAR 1898.

COMPRISING

THE REPORT OF THE BOARD OF EDUCATION; THE REPORT
OF THE CITY SUPERINTENDENT; REFERENCE AND
STATISTICAL TABLES; THE RULES OF THE
BOARD, AND REGULATIONS FOR
THE SCHOOLS.

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PART I.

REPORT OF THE BOARD OF EDUCATION

Board of Education.

1898.

MILES F. QUINN, *President.*

R. D. ARGUE, *Secretary,*

SAMUEL GAISER, *Ass't Secretary,*

283 Summer Avenue.

107 Fifth Avenue.

CHARLES B. GILBERT, *City Superintendent,* 226 Mt. Prospect Avenue.

GEO. W. REEVE, *Supt of Erection and Repairs,* 12 Elizabeth Avenue.

<i>Ward.</i>	<i>Name.</i>	<i>Place of Business.</i>	<i>Place of Residence.</i>
1st	James A. Backus,	291 Broad Street.	291 Broad Street.
	Henry A. Swann,	247 Broadway, N. Y.	51 New Street.
2d	William F. Ryerson,	787 Broad Street.	574 High Street.
	Charles W. Menk,	106 Market Street.	106 Market Street.
3d	Charles L. Ill,	132 Springfield Ave.	132 Springfield Ave.
	Samuel F. Wilson,	147 W. Kinney Street.	147 W. Kinney Street.
4th	P. J. McGuinness,	81 River Street.	77 Park Street.
	Miles F. Quinn,	16 Mulberry Street.	16 Mulberry Street.
5th	Mathis B. Puder,	105 Ferry Street.	97 Lafayette Street.
	Charles Clark,	163 Lafayette Street.	163 Lafayette Street.
6th	*William H. Peoples,	172-174 13th Avenue.	249 Norfolk Street.
	†Edward Zusi,	80 Mechanic Street.	263 South 7th Street.
	Albert Frey,	317 South Orange Ave.	317 S. Orange Ave.
7th	John J. Walsh,	25 Hoyt Street.	49 Lock Street.
	Charles M. Myers,	Prudential Building.	15 Sidney Place.
8th	W. H. Van Iderstine,	Heller & Bros.	213 Elwood Avenue.
	Charles E. Hill,	96 Broadway, N. Y.	118 Mt. Pleasant Ave.
9th	A. N. Lewis,	174 Pennsylvania Ave.	268 Clinton Avenue.
	Walter T. Crane,	165 Mulberry Street.	1102 Broad Street.
10th	David B. Nathan,	Charles Cooper Co.	47 Napoleon Street.
	James Mullin,	245 Lafayette Street.	245 Lafayette Street.
11th	William A. Gay,	22 Clinton Street.	297 New Street.
	Robert N. Brundage,	27 Park Row, N. Y.	189 North 7th Street.
12th	J. J. Kronenberger,	33 Darcy Street.	33 Darcy Street.
	Thomas J. Sinnott,	38 Read Street.	38 Read Street.
13th	Frank Lagay,	15 Lewis Street.	411 Bergen Street.
	Henry P. Schott,	430 South 9th Street.	430 South 9th Street.
14th	Henry P. Pfeiffer,	155 Springfield Ave.	198 Belmont Avenue.
	†Charles H. Sansom,	629 Hunterdon Street.	629 Hunterdon St.
15th	Edward J. Quigley,	75 State Street.	75 State Street.
	Nathaniel J. Ward,	C. R. R., Jersey City.	87 M. & E. R. R. Ave.

*Died October 22, 1898.

†Elected by the Board October 28, 1898.

‡Resigned February 28, 1899.

Standing Committees.

1898.

FINANCE—Sansom, Ryerson, Peoples, Zusi, Crane, Mullin, Lagay, Myers.

SCHOOL HOUSES—Kronenberger, Puder, Lewis, Pfeiffer, Quigley, Schott, Van Inderstine.

REPAIRS—Clark, Nathan, Peoples, Zusi, Ryerson, Sinnott, Wilson, Ward.

HEATING—Walsh, Puder, Schott, Sansom, Van Iderstine, Quigley, Brundage.

TEACHERS—Gay, Lewis, McGuinness, Crane, Sinnott, Menk, Pfeiffer.

NORMAL AND TRAINING AND HIGH SCHOOLS—Lewis, Gay, Sansom, Backus, Hill, Ward, Frey.

EVENING SCHOOLS—Nathan, Myers, Ill, Walsh, Lagay, Mullin, Swann.

TEXT BOOKS—Menk, Hill, Kronenberger, McGuinness, Nathan, Puder, Lagay.

FURNITURE AND SUPPLIES—McGuinness, Backus, Clark, Crane, Schott, Frey, Walsh.

SANITARY—Ill, Myers, Wilson, Peoples, Zusi, Swann, Frey, Brundage.

November 4, 1898, Commissioner Zusi assigned to the places made vacant on committees by death of Commissioner Peoples.

STATISTICAL RECORD

OF THE

Board of Education of the City of Newark

FOR THE YEARS 1897 AND 1898.

NAMES OF MEMBERS, WITH THE YEARS IN WHICH THEY HAVE
SERVED, RESPECTIVELY.

MILES F. QUINN.....	1892-3-4-5-6-7-8
GEORGE SAUPE	1892-3-4-5-6-7
JAMES A. BACKUS.....	1895-6-7-8
CHARLES L. ILL.....	1895-6-7-8
MATHIS B. PUDER.....	1895-6-7-8
ALFRED N. LEWIS.....	1895-6-7-8
DAVID B. NATHAN.....	1895-6-7-8
WILLIAM A. GAY.....	1895-6-7-8
JOHN J. KRONENBERGER.....	1895-6-7-8
JAMES N. ARBUCKLE.....	1896-7
CHARLES W. MENK	1896-7-8
CHARLES CLARK.....	1896-7-8
EDWARD ZUSI.....	1896-7-8 (2 mos.)
CHARLES M. MYERS.....	1896-7-8
J. WILLIAM CLARK.....	1896-7
WALTER T. CRANE.....	1896-7-8
ELMER E. HORTON.....	1896-7
WILLIAM L. FISH.....	1896-7
THOMAS J. SINNOTT.....	1896-7-8
HENRY P. SCHOTT.....	1896-7-8
CHARLES H. SANSOM.....	1896-7-8
WALTER H. PARSONS.....	1896-7

WILLIAM F. RYERSON.....	1897-8
P. J. MCGUINNESS.....	1897-8
WILLIAM H. PEOPLES.....	1897-8 (10 mos.)
JOHN J. WALSH.....	1897-8
W. H. VAN IDERSTINE.....	1897-8
FRANK LAGAY.....	1897-8
HENRY P. PFEIFFER.....	1897-8
EDWARD J. QUIGLEY.....	1897-8
HENRY A. SWANN.....	1898
SAMUEL F. WILSON.....	1898
ALBERT FREY.....	1898
CHARLES E. HILL.....	1898
JAMES MULLIN.....	1898
ROBERT N. BRUNDAGE.....	1898
NATHANIEL J. WARD.....	1898

PRESIDENTS OF THE BOARD.

*STEPHEN CONGAR.....	1851-2-3-4
SAMUEL H. PENNINGTON.....	1855-6-7-8-9-60-1-2
*THOMAS W. DAWSON.....	1863-4-5
WILLIAM K. McDONALD.....	1866
*FREDERICK W. RICORD.....	1867-8-9
EDWIN H. DAWSON.....	1870
*WILLIAM A. WHITEHEAD.....	1871
L. SPENCER GOBLE.....	1872-3
SAMUEL A. FARRAND.....	1874
*ARAM G. SAYRE.....	1875
EDWARD L. DOBBINS.....	1876-7-8-9-80 (9 mos.)
GEORGE B. SWAIN.....	1880 (3 mos.)-1-2-3
*EDWARD GOELLER.....	1884-1889-90-1
*EDMUND L. JOY.....	1885-6-7
JAMES L. HAYS.....	1888-1892
HENRY C. KLEMM.....	1893-4 (9 mos.)
JOHN VAN DOREN, JR.....	1894 (3 mos)-1895 (4 mos.)
HENRY J. ANDERSON.....	1895
WILLIAM A. GAY.....	1896-7
MILES F. QUINN.....	1898

SECRETARIES OF THE BOARD.

JOHN WHITEHEAD.....	1851-2-3
*FREDERICK W. RICORD	1854-5-6-7-8-9-60
GEO. B. SEARS...1860-1-2-3-4-5-6-7-8-9-70-1-2-3-	
	4-5-6-7 (8 mos.)
C. ALBERT STONELAKE..1877 (4 mos.)-8-9-80-1-	
	2-3 (8 mos.)
GEORGE W. CASE.....	1883 (3½ mos.)-4-5-6-7-8-9
P. LYNDON BRYCE.....	1890-1-2-3-4
ROBERT D. ARGUE.....	1895-6-7-8

CITY SUPERINTENDENTS OF THE PUBLIC SCHOOLS.

*STEPHEN CONGAR.....	1853-4-5-6-7-8-9
GEO. B. SEARS..1859-60-1-2-3-4-5-6-7-8-9-70-1-2-	
	3-4-5-6-7 (8 mos.)
W. N. BARRINGER..1877 (4 mos.)-8-9-80-1-2-3-4-	
	5-6-7-8-9-90-1-2-3-4-5-6 (10 mos.)
C. B. GILBERT	1896 (2 mos.)-7-8

*Deceased.

REPORT

OF THE

BOARD OF EDUCATION

TO THE COMMON COUNCIL.

NEWARK, N. J., February 24th, 1899.

To the Honorable the Common Council of the City of Newark:

GENTLEMEN—In accordance with the requirements of the City Charter and its supplements, the Board of Education respectfully presents the following report for the year 1898:—

CURRENT EXPENSES.

RECEIPTS.

STATE.

State Appropriation.....	\$ 25,784 59
State Tax.....	359,527 71
State Manual Training.....	5,000 00
	\$390,312 30

MUNICIPAL.

Balance from 1897.....	\$ 2,430 07
Tax Ordinance.....	300,000 00
Contingent Fund (Common Council)	40,000 00
Manual Training (Common Council)	5,000 00
Children's Playgrounds.....	1,000 00
Cash deposited with Comptroller	693 68
Interest on Bequest	240 00
	349,363 75
	\$739,676 05

EXPENDITURES.

STATE.

Teachers' Salaries.....	\$385,312 30
Manual Training.....	5,000 00

MUNICIPAL.

Salaries, Text Books, Repairs, Furniture, Heating, Fuel, etc.	334,250 51	
		\$724,562 81
Balance		\$15,113 24

EXPENDITURES IN DETAIL.

STATE.

	APPROPRI'T'NS.	EXPENDITURES.	BALANCES.
Teachers' Salaries—Day..	\$373,360 17	\$373,360 17	
Teachers' Salaries—Ev'g.	11,952 13	11,952 13	
Teachers' Salaries—Man- ual Training	3,912 50	3,912 50	
Supplies—Manual Training	1,087 50	1,087 50	
	\$390,312 30	\$390,312 30	

MUNICIPAL.

	APPROPRI'T'NS.	EXPENDITURES.	BALANCES.
Teachers' Salaries—Day..	\$136,922 33	\$136,922 33	
Teachers' Salaries—Ev'g.	16,790 78	16,790 78	
Officers' Salaries.....	18,201 32	18,201 32	
Janitors' Salaries.....	42,142 19	42,142 19	
Incidentals.....	1,453 51	1,453 51	
Text Books, etc	32,158 45	32,158 45	
Furniture and Supplies...	30,084 71	18,011 82	\$12,072 89
Repairs.....	22,676 41	22,676 41	
Heating.....	6,006 11	5,714 61	291 50
Fuel.....	16,000 00	15,893 55	106 45
Gas.....	2,562 99	2,562 99	
Water.....	2,029 42	2,029 42	
Rents.....	9,730 62	9,730 62	
Insurance.....	1,304 42	1,304 42	
Census.....	3,022 65	3,022 65	
Children's Playgrounds...	1,000 00	1,000 00	
Manual Training.....	7,277 84	4,635 44	2,642 40
	\$349,363 75	\$334,250 51	\$15,113 24

SCHOOL HOUSES' AND SITES.

RECEIPTS.

Balance from 1897.....	\$129,823 80
Public School Bonds	100,000 00
Contingent Fund (Common Council)	1,087 50
	<hr/> \$230,911 30

APPROPRIATIONS.

Morton Street School House (Addition).....	\$ 37,333 98
Bruce Street School House	45,912 85
Charlton Street School House (Addition).....	34,115 87
Fifteenth Avenue School House (Addition).....	29,973 60
Hawthorne Avenue School House	1,175 00
Thirteenth Ward Site	8,300 00
Fifteenth Ward Site.....	8,600 00
South Market Street School House (Addition).....	32,750 00
Seventh Avenue School House..	32,750 00
	<hr/> \$230,911 30

HIGH SCHOOL SITE AND BUILDING.

RECEIPTS.

Balance from 1897.....	\$201,488 07
------------------------	--------------

APPROPRIATION.

High School Site and Building...	\$201,488 07
----------------------------------	--------------

APPROPRIATIONS AND EXPENDITURES.

MORTON STREET SCHOOL HOUSE (ADDITION).

Balance from 1897.....	\$ 37,333 98
Appropriation 1898.....	77 30
	<hr/> \$ 37,411 28

Expended for Mason work.....	\$12,337 00	
Carpenter work....	11,500 00	
Plumbing work....	4,744 00	
Painting work.....	978 00	
Heating.....	6,986 00	
Architect's fee....	866 28	
	<hr/>	\$37,411 28

BRUCE STREET SCHOOL HOUSE.

Balance from 1897.....	\$24,412 85	
Appropriation 1898.....	24,500 00	
	<hr/>	\$48,912 85
Expended for Mason work.....	\$18,995 00	
- Carpenter work ..	10,589 00	
Plumbing work....	1,980 00	
Painting work....	743 00	
Heating.....	1,600 00	
Boiler	925 00	
Artific'l stone work	563 00	
Architect's fee....	1,100 00	
Advertising.....	88 55	
Gas service.....	25 37	
	<hr/>	36,608 92
Balance.		<hr/> \$12,303 93

CHARLTON STREET SCHOOL HOUSE (ADDITION).

Balance from 1897.....	\$26,115 87	
Appropriation 1898.....	8,250 00	
	<hr/>	\$34,365 87
Expended for Mason work.....	\$12,200 00	
Carpenter work....	3,240 00	
Plumbing work ..	1,300 00	
Heating.....	1,600 00	
Iron work.....	960 00	
Architect's fee....	818 00	
Advertising	25 10	
	<hr/>	20,143 10
Balance		<hr/> \$14,222 77

FIFTEENTH AVENUE SCHOOL HOUSE (ADDITION).

Balance from 1897	\$24,973 60	
Appropriation 1898	5,000 00	
		<hr/>
Expended for Mason work.....	\$14,206 00	
Carpenter work...	8,283 00	
Plumbing work...	1,980 00	
Painting work....	749 00	
Heating.....	2,595 00	
Architect's fee....	1,390 65	
Advertising	25 10	
		<hr/>
		29,228 75
Balance		<hr/>
		\$744 85

HAWTHORNE AVENUE SCHOOL HOUSE.

Balance from 1897.....	\$87 50	
Appropriation 1898.....	1,087 50	
		<hr/>
		\$1,175 00
Expended for Bond No. 4 and interest		1,175 00

THIRTEENTH WARD SCHOOL SITE.

Balance from 1897	\$8,275 00
-------------------------	------------

FIFTEENTH WARD SCHOOL SITE.

Balance from 1897.....	\$8,547 70	
Expended for Ground	\$8,500 00	
Search.....	30 00	
		<hr/>
		8,530 00
Balance		<hr/>
		\$17 70

SOUTH MARKET STREET SCHOOL HOUSE (ADDITION).

Appropriation 1898	\$29,500 00	
Expended for Mason work.....	\$7,082 40	
Carpenter work...	2,016 50	
Plumbing work...	320 00	
Architect's fee....	600 00	
Advertising	33 38	
		<hr/>
		10,052 28
Balance.....		<hr/>
		\$19,447 72

SEVENTH AVENUE SCHOOL HOUSE.

Appropriation 1898		\$32,767 70
Expended for Mason work... ..	\$6,240 00	
Carpenter work...	1,820 00	
Plumbing work...	240 00	
Architect's fee....	1,050 00	
Advertising	33 37	
	<hr/>	9,383 37
Balance		<hr/> \$23,384 33

HIGH SCHOOL SITE AND BUILDING.

Balance from 1897.....		\$201,488 07
Expended for Ground.....	\$ 668 00	
Condemnation pro- ceedings	90 00	
Recording deed...	1 20	
Estimat'g on plans	250 00	
Grading and Exca- vating	1,171 00	
Flagg'g and curb'g	245 81	
Mason work.....	69,166 00	
Carpenter work...	39,784 00	
Iron work.....	42,002 00	
Heating and Ven- tilating	19,848 00	
Plumbing....	4,223 90	
Electric wiring...	3,818 00	
Electric clocks....	1,994 00	
School desks.....	4,977 50	
Flag pole.....	250 00	
Inspector	1,200 00	
Architects' fees...	2,300 00	
	<hr/>	191,989 41
Balance		<hr/> \$9,498 66

BALANCES TO 1899.

Bruce Street School House.....	\$12,303 93	
Charlton Street School House, (Addition).....	14,222 77	
Fifteenth Avenue School House, (Addition).....	744 85	
Thirteenth Ward Site.....	8,275 00	
South Market Street School House (Addition).....	19,447 72	
Seventh Avenue School House..	23,384 33	
	<hr/>	\$78,378 60
High School Site and Building..		9,498 66

MANUAL TRAINING.

RECEIPTS.

Balance from 1897.....	\$2,277 84	
From State.....	5,000 00	
From Common Council.....	5,000 00	
	<hr/>	\$12,277 84

EXPENDITURES.

Teachers' Salaries.....	\$3,912 50	
Supplies, Equipment, etc.....	5,722 94	
	<hr/>	\$9,635 44
Balance.....		<hr/>
		\$2,642 40

TABLE OF EXPENSES.

Schools.	Salaries.	Equipment.	Supplies.
High.....		\$2,401 58	
Washington St. Centre,	\$629 12	18 39	\$ 57 27
Thirteenth Ave. Centre,	629 12	22 14	58 71
Summer Ave. Centre,	629 13	28 14	69 54
Oliver St. Centre.....	629 13	22 89	57 05
5th and 6th grades....	1,396 00	1,702 36	1,284 87
	<hr/>	<hr/>	<hr/>
	\$3,912 50	\$4,195 50	\$1,527 44

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR 1898.

SCHOOLS.									
Normal and Training—	Salaries of Teachers.	Salaries of Janitors.	School Books, Stationery and Printing.	Repairs.	Furniture and Supplies.	Heating Apparatus.	Fuel.	Miscellaneous.	Total.
Normal Department.....	\$ 5,045 68	\$ 212 72	\$ 271 00	\$ 14 51	\$ 45 19	\$ 7 16	\$ 86 83	\$ 53 16	\$ 5,736 25
Training Department.....	6 943 33	447 25	246 36	29 90	94 97	15 90	183 42	112 61	8,073 77
High	35,163 29	360 00	1,693 04	23 91	1,885 66	62 77	454 40	61 86	40,502 03
High Annex (Boys).....	9,615 36	420 00	213 91	2 98	38 62	6 00	73 33	867 93	11,236 13
High Annex (Girls).....	9,342 03		295 90		10 50			98 00	11,648 43
Burnet Street Grammar.....	7 063 64	510 00	421 96	422 65	99 71	6 05	121 22	98 55	8,743 78
Burnet Street Primary.....	6 387 98	510 00	232 54	93 74	93 74	15 50	121 23	98 55	7,878 75
State Street Primary.....	7 630 55	720 00	304 55	295 26	136 80	15 50	149 25	57 05	9,308 96
James Street Industrial.....	4 225 31	300 00	146 61	10 43	10 43	53 36	122 05	200 30	5,028 10
Webster Street Primary.....	8,127 04	900 00	327 94	350 41	90 40	187 00	197 00	85 15	10,131 30
Washington Street Grammar.....	3,375 21	411 48	271 07	287 82	257 16	18 94	169 92	37 73	6,804 33
Washington Street Primary.....	6,021 79	548 52	306 74	337 08	332 88	25 25	226 53	50 33	7,879 12
Marshall Street Primary.....	3,659 42	570 00	110 63	167 42	18 00	66 95	196 90	33 34	4,782 65
Morton Street Grammar.....	15,715 65	417 96	1,165 47	135 57	1,139 13	46 56	238 82	66 91	8,935 59
Morton Street Primary.....	14,640 90	1,082 02	1,270 23	424 73	2 516 13	128 89	615 63	192 74	20,871 33
Broome Street Primary.....	1,328 92	150 00	59 30	24 62	6 75	4 80	37 70	210 00	1 822 00
Court Street Primary.....	732 42	90 00	72 95	3 80	12 40		39 20	108 00	1,058 27
William Street Primary.....	3,076 40	360 00	144 24	30	26 65	5 00		900 30	4,512 80
Monmouth Street Primary.....	18,229 98	14 40	1,055 50	514 21	225 18	136 52	817 25	82 00	23,500 73
Lawrence Street Grammar.....	4,991 19	450 00	353 80	471 16	80 03	42 11	141 46	24 70	6,554 45
Lawrence Street Primary.....	4,610 96	450 00	167 24	471 18	80 05	42 13	141 47	24 72	5,987 73
Commerce Street Primary.....	5,070 74	420 00	156 02	177 96	69 58	76 36	147 00	56 54	6,174 20
Colored.....	3,382 97	360 00	210 26	50 90	18 19	56 41	28 00	5 40	4,092 13
Chestnut Street Grammar.....	6,495 57	432 30	716 63	162 30	46 81	137 91	172 08	30 79	8,414 39
Chestnut Street Primary.....	6,847 07	492 30	337 30	170 66	51 91	174 81	173 34	35 20	8,183 39
Chestnut Street Annex Primary.....	1,248 66	225 00	1 12		41 57		10 10	360 10	1,886 55
</									

Lafayette Street Grammar.....	4,942 52	338 76	496 54	510 92	97 77	82 32	105 82	13 14	6,587 79
Lafayette Street Primary.....	8,490 66	621 24	389 57	936 68	179 21	150 93	194 03	24 07	10,986 39
Clover Street Industrial.....	1,437 68	240 00	32 58	.....	10 93	35 96	30 30	200 20	1,987 65
South Eighth Street Grammar.....	7,590 55	506 88	530 30	760 62	77 88	24 24	206 72	113 13	9,818 70
South Eighth Street Primary.....	5,499 80	393 72	317 76	591 65	88 28	26 63	160 78	86 26	7,165 88
Thirteenth Avenue Grammar.....	4,684 75	360 00	586 32	330 77	26 81	42 88	147 74	12 59	6,191 86
Thirteenth Avenue Primary.....	9,801 62	720 00	370 51	661 46	53 60	85 76	395 49	35 22	12,013 06
Bruce Street Primary.....	2,616 28	200 00	440 74	.....	2,029 51	9 30	395 49	29 07	5,637 33
Central Avenue Grammar.....	4,944 94	360 00	268 02	191 55	35 18	16 36	119 26	29 07	5,965 95
Central Avenue Primary.....	6,803 00	540 00	248 07	287 34	53 83	24 54	178 89	43 61	8,179 28
Lock Street Primary.....	3,384 00	480 00	106 11	69 52	13 77	1 00	117 70	9 55	4,181 74
Warren Street Primary.....	5,619 16	720 00	218 16	77 22	13 77	9 50	305 45	22 12	7,402 38
Wickliffe Street Grammar.....	4,656 30	600 00	84 58	159 70	21 88	78 31	78 88	19 80	5,698 95
Summer Avenue Grammar.....	5,573 10	412 24	519 34	523 27	91 05	44 25	270 44	62 60	7,496 29
Summer Avenue Primary.....	8,048 67	607 76	471 24	749 29	130 79	398 76	91 46	10,575 82	10,575 82
Elliot Street Grammar.....	4,203 91	353 44	401 88	242 08	120 18	298 37	134 03	22 76	5,706 65
Elliot Street Primary.....	5,953 73	486 56	285 65	336 15	163 40	319 26	184 22	30 61	7,759 58
Ridge Street Grammar.....	2,914 81	300 00	108 73	225 35	61 82	242 54	74 00	28 55	4,015 80
Miller Street Grammar.....	6,544 10	480 00	528 56	426 71	146 57	39 72	204 63	55 95	8,352 24
Elizabeth Avenue Primary.....	6,140 49	470 00	213 57	456 41	157 52	40 91	221 37	60 84	7,761 11
Charlton Street Grammar.....	4,432 85	480 00	332 54	119 31	38 60	21 21	214 95	21 93	7,521 39
Oliver Street Grammar.....	7,526 37	820 00	578 72	190 84	214 14	453 44	455 35	26 83	10,265 69
Oliver Street Primary.....	7,159 40	494 10	556 48	511 32	115 66	96 59	189 97	49 86	9,173 38
South Street Primary.....	5,594 95	455 90	316 16	427 28	105 94	76 00	173 98	47 95	7,198 16
Walnut Street Primary.....	10,084 00	900 00	537 86	703 41	135 06	17 25	303 50	55 87	12,796 98
Ann Street Primary.....	6,293 42	720 00	339 01	252 20	94 20	38 01	76 80	25 88	7,779 61
North Seventh Street Grammar.....	11,190 79	1,320 00	618 22	831 01	441 40	242 18	688 50	231 28	15,563 47
North Seventh Street Primary.....	4,348 25	397 76	499 35	110 97	44 45	63 18	167 41	144 84	5,776 21
Roseville Avenue Primary.....	9,364 55	922 24	376 40	248 37	104 04	136 22	387 20	333 01	11,875 03
South Market Street Grammar.....	5,718 26	600 00	324 45	602 64	85 07	267 51	232 85	37 00	7,787 78
South Market Street Primary.....	4,565 70	400 00	337 63	11 32	15 08	8 77	69 68	20 57	5,428 75
S. Market St. Annex Primary.....	6,022 45	500 00	263 22	12 73	19 06	95 62	10 10	188 49	6,944 96
Hamburg Place Grammar.....	5,561 26	136 94	13 05	7 56	30 32	42 85	171 93	990 57	7,402 57
Hamburg Place Primary.....	5,751 71	485 52	564 34	324 08	12 77	46 40	242 27	65 64	10,021 81
Hawkins Street Primary.....	8,275 83	654 48	291 55	412 25	18 48	61 31	202 00	43 23	9,849 34
South Tenth Street Grammar.....	6,366 75	770 00	645 84	699 61	170 95	90 96	228 74	34 22	8,989 34
South Tenth Street Primary.....	5,348 82	397 22	735 52	329 03	71 48	96 55	451 37	63 47	7,248 51
S. Tenth Street Annex Primary.....	10,298 08	802 78	630 33	595 14	150 64	96 55	451 37	250 10	13,088 36
Camden Street Primary.....	1,405 28	200 00	66 05	37 84	42 75	43 75	33 33	43 24	9,079 10
Camden Street Annex Primary.....	11,620 28	780 00	388 36	88 84	71 20	91 29	240 00	13,232 30	13,232 30
Waverly Avenue Primary.....	7,129 30	180 00	31 24	8 00	24 92	41 80	52 00	300 10	2,831 36
Fifteenth Avenue Primary.....	10,515 38	840 00	580 55	381 13	180 53	210 22	473 55	41 45	9,816 93
Hawthorne Avenue Primary.....	1,498 87	240 00	139 15	10 32	2,435 37	160 92	519 50	145 83	15,159 55
Newton Street Grammar.....	5,941 27	432 00	493 60	68 22	23 89	17 94	87 90	7 20	2,063 17
Newton Street Primary.....	9,457 35	648 00	257 96	273 48	109 65	72 64	176 38	20 65	7,519 67
Newton Street Annex Primary.....	1,151 50	180 00	259 00	410 23	164 48	108 98	264 57	30 98	11,342 55
Eighteenth Avenue Grammar.....	6,399 83	387 84	920 69	134 51	2 76	15 55	215 15	216 10	1,568 50
					48 49	108 13		16 37	8,231 10

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR 1898 —Continued.

SCHOOLS.	Salaries of Teachers.	Salaries of Janitors.	School Books, Stationery and Printing.	Repairs.	Furniture and Supplies.	Heating Apparatus.	Fuel.	Miscellaneous.	Total
Eighteenth Avenue Primary.....	\$8,485 58	\$572 16	\$ 429 97	\$202 35	\$69 53	\$102 83	\$233 35	\$24 46	\$10,280 43
Livingston Street Primary.....	5,330 44	570 00	211 70	13 56	62 74	5 30	98 50	1,081 00	7,403 34
"Franklin" Grammar.....	7,969 25	481 20	648 13	208 67	131 21	45 20	255 42	32 77	9,801 93
Central Ungraded.....	6,540 89	498 80	371 82	184 02	109 62	37 19	216 08	49 10	8,007 52
Evening High.....	960 00	180 00	120 95	33 92	91 14			158 33	1,563 34
Morton Street Evening.....	3,589 38	96 00	57 36		76			306 83	4,050 23
Lafayette Street Evening.....	3,854 92	108 75	62 41		45			300 48	4,410 65
Central Avenue Evening.....	1,941 33	52 50	98 36		30			180 74	2,237 28
Elliot Street Evening.....	1,846 83	49 50	23 40		45			94 05	2,089 09
South Street Evening.....	126 56	3 00	75 29		30			116 53	1748 42
South Market Street Evening.....	1,514 30	42 00	75 29		15			136 43	2,144 00
South Tenth Street Evening.....	1,490 88	52 50	24 13		95			47 20	2,188 56
Newton Street Evening.....	1,964 20	51 00	122 12					143 00	2,450 50
Eighteenth Avenue Evening.....	2,163 42	60 00	83 99					104 11	2,297 28
Webster St. Evening, 2 mos., 1	2,078 09	57 00	51 43		30				2,200 93
"Franklin" Evening, 4 mos., 1	2,636 00	75 00	139 74		30			155 96	2,997 00
Drawing.....	4,578 50	350 00	11 54	120 46	217 10	3 50	222 15	2,093 72	7,596 97
James Street Summer.....	198 75	9 00	4 80						2 2 61
William Street Summer.....	293 75	12 00	6 79						312 54
Monmouth Street Summer.....	635 75	36 00	15 00						707 35
Wickliffe Street Summer.....	212 75	36 00	12 19						286 94
South Street Summer.....	247 75	12 00	6 44						266 19
Hamburg Place Summer.....	604 25	33 00	11 84						649 09
South Tenth Street Summer.....	605 75	33 00	14 76						653 51
Newton Street Summer.....	566 75	30 00	12 89						609 64
Eighteenth Avenue Summer.....	563 75	30 00	18 63						632 38
"Franklin" Summer.....	338 75	18 00	12 93						369 68

All of which is respectfully submitted,

R. D. ARGUE, *Secretary.*

MILES F. QUINN, *President.*

PART II.

REPORT OF THE CITY SUPERINTENDENT.

ANNUAL REPORT.

To the Honorable the Board of Education of the City of Newark :

GENTLEMEN.—I have the honor to submit this, the annual report of the Superintendent of Schools of this city for the year 1898. It is necessary, however, to explain that the statistical part of the report ends with June 1898.

The year past has marked progress. The most that has been done, however, has been to develop plans of work laid down during the previous year. We have attempted to re-establish upon new lines a state of quiet and earnest work, which is so essential to best results in the school room. The teachers of the city realize that the education of children is a serious business. The true end of education is wise, righteous and effective living, and nothing that falls short of this should satisfy the teacher. All school life enters into the determination of character. It is not sufficient to say that school is preparation for life. As has been often said, school is life, and is as real and sufficient in itself to the child as is the life of the adult. All systems and methods which tend to make school life artificial are harmful, and tend toward artificiality of character. Real interests are always best for educational purposes. The world of nature, the ideals of men, as manifested by their

deeds in history and by their words in literature, are the great educative forces of the world, and must be made paramount in every wise course of study.

The "discipline" of the school is merely a part of the school life, and not a thing apart from it. Matthew Arnold says that "Conduct is four-fifths of life." If this is true with the larger life of the world, no less is it true of the circumscribed life of the school. The elements of conduct in school are many. They include study and recitation and all of the activities in which the child and the teacher are engaged, and they are all one. One does not exist for the other, but all exist for a common end, to help the child to lead a natural and good life, with the hope that it will prove a preparation for a like life in the future, for life only is preparation for life. That discipline only is wholesome which considers the whole of the school activities, and that is most wholesome which arouses a natural interest on the part of the children and leads them to feel that school work is their business, and to pursue it with the same eagerness and enthusiasm with which the adult pursues his business. Good order in school is not the following of any mechanical system of rules, but it is such a condition of things as is best for the work in hand. It cannot emanate solely from the will of the teacher, but it must be the result of the concensus of teacher and pupils working together for the same end.

THE TEACHING FORCE.

It is a truism that the excellency of a school system depends primarily upon the quality of the teaching force, Good courses of study, wise supervision,

abundance of suitable apparatus are all helpful, even essential, but the one *sine qua non* of a good school is the teacher, and he who would seek to improve a school system must begin primarily, not with the course of study, but with the teacher.

There are two ways of securing an improved teaching force; one is by inspiring and encouraging teachers already in the service to improve themselves, and the other is by guarding well the entrance into the corps. To say that the teaching force of Newark needs improvement, is not to pass criticism upon the teachers individually. It is simply to apply a truth of universal application. All individuals and all bodies of individuals need improvement, and improvement is the only mark of vitality. He who ceases to grow has begun to die. This is as true of organizations as it is of individuals. A teaching force cannot be improved by violence. Self improvement, such as makes a good teacher a better teacher and a poor teacher a good teacher, can only come through the stimulation of ambition and professional spirit. When the teacher realizes that his work is a mission and not a job, then he feels that the most that he can be and the most that he can do is none too much to lay upon the altar of his sacred calling, from the moment that true professional spirit dawns upon the teacher, the desire to grow personally and professionally, in a spiritual sense, becomes a passion. But teachers are human, and not all have the martyr spirit. Moreover, teachers, while they work for spiritual ends, are entitled to material rewards, and it is not only necessary, it is eminently proper, that self improvement of teachers be encouraged by being

made a basis for professional advancement, hence, one of the very best ways to improve a teaching force is to offer advance in salary and in position to those who have shown evidence of wider attainments in scholarship and skill or both. It is for this end that examinations are required as a partial means of determining qualifications for promotion. There is a tendency among teachers who possess native skill to underrate the value of a well stored mind. Native skill is the primary essential of a good teacher, but almost equally important is breadth of scholarship, and there is often need of bringing sharply before teachers and school authorities this fact. The personality of the teacher, including not merely native traits, but richness of culture, breadth of view and profundity and comprehensiveness of scholarship, are not so conspicuous often as skill. Their influence is silent, but it is none the less powerful. No one can estimate how much it is worth for a child to be associated day by day with a man or woman of noble mind, finely trained and richly furnished. Hence, in my judgment, professional advancement for the teacher should be made to depend upon these two qualifications—attainments in scholarship and skill in conducting school.

The desire of self improvement very quickly becomes epidemic in a body of teachers. I am rejoiced to hear on every hand that more teachers are studying this year than ever before in the history of the schools of Newark, and although I also hear some unpleasant notes of discord, I am perfectly confident that study once undertaken by the members of a corps of teachers will prove its own reward and its

own motive, and will never cease. Even teachers who are unwilling to labor for self improvement, must catch some of the spirit of study prevalent among their associates, and thus the entire teaching force will be improved.

The second means of improving a corps of teachers is by guarding well the entrance to the profession. The new rules, placing the appointment of teachers upon a strictly professional basis, have already proven their value. Not every girl who goes through a high school and a normal school is fit to teach, and certainly not every girl who has friends or who is personally deserving or who is the support of a family or who is fond of children is fit to teach. The candidate for a position in the schools should be tested in so far as possible, before entering the work at all and then should hold her position for a considerable time subject to removal for failure. No one should feel assured of securing an appointment upon any other ground than that of approved success. I believe that the rules in force in our schools at the present time accomplish this end as nearly as it can be accomplished through rules, and it is the aim of the educational department to see that they shall not fail through administration. As a result of the rigid regulations and of care exercised in their administration, I can confidently say that the new appointees to our corps of teachers are likely to prove of value, and in the future we shall be able to be still more careful in selection.

No schools have profited more by the rigid rules than the evening schools, for it must be confessed that there had grown some laxity as to the appoint-

ment of evening school teachers, and some had secured positions and held them whose qualifications did not justify their appointment. The evening schools are difficult schools to teach. They require the best teachers. Boys and girls, coming in from the street and from the shop for but two hours of an evening and for little more than half of the year, need to have the most careful and wise teaching. If any difference is observed, the evening school teachers should be stronger than the day school teachers. The evening schools are no places for the trying of inexperienced young men and women. The new rules, by barring out such and by enabling the ambitious to attain permanent appointment, after a sufficient period of probationary service, have greatly strengthened the schools. The movement started for securing a permanent corps of teachers, not appointed in the day schools, is likely to bear good fruit. Very few can teach both day school and evening school profitably. The day school or the evening school or the teacher is bound to suffer, and if the teacher suffers, surely both schools suffer. The requirements of a modern course of study demand the best effort of the strongest men and women. It is impossible for a teacher, even a very skillful teacher, to do justice to herself, to the children or to her subjects unless she takes abundant time for preparation. Where is the time to be found for those teachers who are employed in the actual work of the school room during the hours of both day and evening? I sincerely hope that under the new rules we shall be able to gradually reduce the number of day school teachers employed in the evening schools, without in the least impairing the efficiency of the evening schools.

SALARIES.

This community and every community must attest the fact that good schools cost money. Education is costly, but it is worth what it costs. If we expect to secure and hold men and women of culture and power in the primary and grammar schools, we must pay at least the market price for their labor. It is always easy to get cheap teachers. The lower your schedule of salaries, the lower correspondingly must be your schedule of requirements, and the larger will be the number of people seeking positions. The time is past when the pay of teachers is to be measured by the pay of manual laborers in shops, factories and domestic service. The teacher is a trained man or woman exercising professional skill, and must be paid as such. We do not want to intrust the little children to such people as can be employed for low wages. If we do, the loss is ours and the community's and not the teacher's.

I desire to call the attention of this Board to the necessity which will soon face us with imperative force of raising the salaries of the teachers of the common schools, those who have charge of the spiritual development of the little ones. It must be done if we are to improve our schools, and even if we are to maintain them at their present standard of efficiency. We must make the places in the primary and grammar schools attractive to the kind of women with whom we want our children to associate.

In my judgment the first advance should be for those teachers whose maximum annual salary under the schedule is six hundred and fifty (\$650) dol-

lars. This should be advanced first to seven hundred (\$700) dollars and then to seven hundred and fifty (\$750) dollars. The maximum amount should be for those who have shown special skill and have made an effort to broaden their scholarship and improve themselves professionally. I do not know that the money for such an advance is obtainable at the present time, but I urge the matter upon your attention with the hope that in some way the desired end may be realized.

I desire to call your attention also to what seems to me an unwise and unwarranted distinction between the management of primary schools and of grammar schools. The line of partition is purely arbitrary and imaginary, and results in much mischief. Principals are anxious to keep a large number of classes in their grammar schools, and often for this end, are willing to sacrifice the interests of primary children. In my judgment, the salary should be graded according to the size of the school, and it should not be the case that a principal of a primary school, containing twenty rooms and a thousand children should receive less salary than the principal of a grammar school containing twelve rooms and six hundred children.

KINDERGARTENS.

There are now in connection with the public schools of Newark thirty-seven (37) kindergartens, enrolling during the current year three thousand and twenty-four (3,024) children. A year ago there were twenty-three (23) kindergartens, enrolling one thousand, eight hundred and seventy-four (1,874) children. Two years ago there were none. This is a record

difficult to surpass, of which the School Board may well be proud, and the results are likely to be beyond our power to calculate. Three thousand and twenty-four (3,024) children, beginning their school careers, have been introduced to the sweetness and light and wholesome environment of the child garden.

PRIMARY SCHOOLS.

In connection with the kindergartens, it is but meet to say a few words concerning the primary schools. It is a correct theory of our system that the primary schools and kindergartens are one institution—simply a succession of grades developing naturally. The same spirit should prevail and to a degree the same methods. As children advance there is a gradual change in the tools used, but the fundamental ideas of all the primary grades are the same—the development of the child. Freedom, both spiritual and physical, for the children should be the aim of every primary teacher.

In the primary schools should be the best teachers. Some progress has been made in this direction. Principals have been urged and, in so far as possible have complied with the request, to place their best primary teachers in the lowest grade. The influence of Miss Harris in developing the work of these important schools through the past year has been most marked. In her visits to the schools and in her grade meetings, she has continually sought to inspire the teachers with the highest ideals and to aid them by acquainting them with the best methods, and the results of her work are increasingly apparent. Supervising as she does both the primary schools and the

kindergartens, she is able to effect a closer union than sometimes prevails. I believe that our teachers quite commonly feel that the primary school begins at the kindergarten.

THE HIGH SCHOOL.

There is little to be said about the High School. The end of its life in the old and inadequate building is come. It is about to enter a new, well-equipped building. Here many facilities will be offered the students, from whose lack they have suffered. They will have well equipped laboratories, gymnasia, draughting rooms and lunch rooms, besides good class rooms and a fine assembly hall.

It is hoped that many of the characteristics which have laid the High School open to criticism in the past will here disappear. Notwithstanding the great difficulties, due to separation into three buildings, all unsuitable, the High School has accomplished a noble work. Many boys and girls have been fitted for work in the larger life and many have gone to college from this old institution. The teachers have worked faithfully and earnestly in the face of great obstacles, and all praise is due them. The officials have had enough difficulties to discourage most people, and are looking forward to the new High School with eager anticipation. Here the gradual combining of the boys' and girls' departments will lead to many changes of duties. It will be necessary for the principal and his able assistant, Miss Greene, to assume certain responsibilities regarding the school as a whole.

There are evils in the High School, however, which I deem it my duty to call to your attention, though I trust that these may be eliminated in the new building. The relations of teachers and pupils are far from being right. There is a lack of *esprit de corps*. Want of sympathy sometimes leads to lamentable occurrences. It makes necessary, or apparently necessary, methods of discipline harsh and unyielding, which again perpetuate the condition. Boys and girls in a High School should feel that the school is theirs and that they are responsible for its order, that theirs is the benefit from good conditions and they should be the main reliance of the teaching force. I sincerely hope that in the new building such will be the case.

NORMAL AND TRAINING SCHOOL.

A year ago I reported a most unfortunate condition of things in the Normal and Training School, owing chiefly to the inadequacy of the facilities for practice and observation. With the beginning of this year, this department of the school was completely reorganized upon a plan which will, I am sure, prove of very great advantage to the institution. Unfortunately, the old High School building, into which the school was to move and which will furnish ample accommodations, is still occupied by the High School, and the Normal School has been obliged to content itself with two unsuitable buildings and greatly crowded quarters, and has not been able to carry out fully the plan adopted. Still something has been done.

The plan is this; the training school is organized with a director and as many critic and model teachers as are needed to supply the normal pupils with all the practice and observation that they require. All the teachers appointed will serve a portion of the time as critic teachers and a portion of the time as model teachers. While they are serving as critic teachers, each one will have charge of two rooms in which most of the teaching will be done by the normal pupils. While serving as model teachers, each one will alone have charge of a room, for which she will be fully responsible and in which she will be observed by the normal pupils. Teachers so assigned will continue either as model or critic teachers for a definite time—either a quarter or a semester, as seems best. During the junior year the normal pupils will study and observe but not practice, excepting in rare instances and with small classes. During the senior year one-half of the time will be spent in practice. Thus each pupil will receive a full half year of practice under the direction of a critic teacher, and no one will be graduated until she has shown that she can properly manage a school. Any who fail to obtain recommendations from their critic teachers and the director of practice in this respect will either be discouraged from continuing in the school or will be retained until they have corrected their faults. This means that the pupils graduating from the Normal School will be reasonably sure of success—a condition which has not prevailed in the past, and I trust that we shall have no more sad instances of young ladies of great promise failing during their first year of attempted teaching.

Another safeguard is needed. Not every young woman who graduates from the High School is qualified to become a teacher. Not every High School graduate should be admitted to the Normal School, because if one who is lacking in the natural qualities necessary to make a good teacher, is admitted to the Normal School, she either wastes her time, and then fails of securing a position, or if she secures a position, either fails, or becomes a common-place teacher, whereas she might become a successful business woman in some other field.

I recommend therefore that no young woman, graduated from the High School, be admitted to the Normal School without a recommendation to that effect from her High School teachers.

MANUAL TRAINING.

The course in manual training which was begun a little more than a year ago has been considerably extended. A detailed statement of this extension will be found in the accompanying reports of Mr. Pickwick and Miss Stephens. Suffice it to say that the boys of the fifth, sixth, seventh and eighth years have tool work once a week; the boys of the seventh and eighth years working at benches in shops centrally located, and the boys of the fifth and sixth years working at their desks with a desk equipment made for this purpose. The girls of the seventh and eighth years have sewing once a week.

The corps of teachers includes, besides Mr. Pickwick, the Director of Manual Training, and Miss Stephens, the Supervising Teacher of Sewing, three

men teachers, of bench work, and three women teachers, of desk work.

With the opening of the new High School and the equipment of a shop therein, the course of study which was adopted last year can be carried out, and manual training can be offered to the boys and girls in the different courses of that institution.

Mr. Pickwick during the past year has given lessons to the normal pupils in such manual training work as is fitted for the first four years of the course.

The present question is what to do with the girls of the fifth and sixth years. Something must be done at once. They must either be given sewing or the shop work with the boys. I incline to the opinion that the girls should be given the same opportunities as the boys to do shop work. Manual training in our lower grades is not for industrial purposes, it is purely educational, and it is a question whether such education is not of equal value to boys and girls. At any rate, they should do something with their hands. If it cannot be tool work, it should be sewing or cooking.

The work in sewing has met with general approval, and has been very well done. Many a mother has occasion to thank the public schools for this particular training given to her daughters, and it is by no means impossible that many a husband and father in the next generation will have occasion to render thanks for the same training.

One very important addition should be made to our course of manual training. We little know how much a knowledge of the science and art of the preparation of food have to do with the health, the prosperity and the morals of the community. We teach the girls chem-

istry, zoology and botany in a general way. I cannot see why there would not be quite as much scientific value in the application of these subjects to the sumptuary needs of man as in the application of drawing to the making of boxes and tables. In very many homes girls are not taught the art of domestic industry at all—frequently because the mothers know but little, sometimes because the mothers have no time, sometimes because they take no interest. I believe that schools should be made the center of real interests in so far as possible, and that the real interests of life should be utilized for educational purposes. Cooking is both a science and an art, and thoroughly understood, embodies many branches of learning.

I urgently recommend that a course in cooking be offered to the girls of the eighth year grades. I desire to commend the skill, tact and ability shown by the supervisors of both departments of manual training.

TECHNICAL TRAINING.

A question which must soon come before school authorities for definite consideration is that of furnishing technical training to the young people of the city, with the definite purpose of equipping them for gainful occupations. Heretofore in theory it has been generally admitted that the State should give a liberal education to everyone of its children that seeks it, but that specific training for the work of life should not be given in public schools. To do this would be socialistic. Now socialism is a very convenient term to use when we want a bugaboo, especially because no one knows what it means, or rather because no

two persons have the same notion regarding it. In a general way, it is understood to be something dreadful, and more specifically to mean the supplying by the body politic of individual wants to the end that the individual may be able to enjoy indolence and the privilege of talking as much as he pleases. Whatever it means and whether giving technical education by the State is socialistic or not, such education falls within the possible province of the body politic.

It is a truism that the State educates children for herself and not for themselves. It is her duty to give to all her children a liberal education, in order that they in turn may serve her. Well educated citizens are worth much more than they can possibly cost, and of all kinds of education, liberal education pays best because it most tends to wise, righteous and effective living. Heretofore when we have talked of educating citizens for the sake of the State, we have had in view public duties such as voting and the making and administration of laws, and have insisted that intelligence is necessary to the performance of those duties which a democratic government puts upon all of its citizens—the specific duties of citizenship. But the State needs good mechanics as much as it needs good voters, it needs men capable of organizing and administering business affairs quite as much as those of government, indeed, rather more so. No government can make prosperous or righteous the State whose citizens are unemployed or unprofitably employed, whereas the best safeguard of the State is general occupation and general prosperity. It has been commonly claimed that the training for business should be left to the individual, that

if the State gives a liberal education, the liberally educated mind can turn itself successfully to any business, and that technical education by the State is unnecessary and hence harmful. Whether this is true or not is not a matter of theory, but a matter of condition. As civilization advances and populations become dense, the part to be played by the State changes. Municipal authorities must do many things for the individual which in rural communities he does for himself, so in a very densely populated and highly civilized nation, the government, representing the combined whole, must do for the individual very many things which in a sparsely settled, undeveloped country each one does for himself.

When the youth of a country are forced by the conditions of civilization prevailing about them into idleness or uncongenial or unprofitable employment, which might be remedied if the State were to furnish technical training; when for the purpose of skillful mechanical labor men must be imported from foreign lands; when industries are undeveloped through lack of proper technical training, then it becomes the duty of the State for its self-preservation to furnish such training. It is not a question of right or philosophy, but one of expediency. I have no doubt that in the near future we in the United States will be compelled to follow the example of Germany and of England and establish schools which, in connection with a liberal culture, shall also furnish the technical training necessary for equipping boys and girls for gainful occupations of the better sort. It is better that the skilled laborers of the country be trained in the public schools of the country, that they may be equipped on

both the civil and the industrial side for the work of life. A higher, sounder patriotism will then be produced which will take care of the dangers of socialism.

A densely populated, manufacturing city like Newark is bound to be one of the first places to establish technical schools. Indeed, we have a beginning already in this city. The so-called Technical School, while not controlled by the Board of Education, is largely supported by the State, and the Public Drawing School, so called, under the control of the Board of Education, is really nothing but the beginning of a technical school. Manual training, recently introduced into the schools, is a part of a liberal culture rather than technical training, and yet it contains the germs of the latter, and out of the schools already in existence I hope to see developed a thorough system of technical instruction.

Technical courses should be offered to pupils in the grammar grades, and should be made parallel with liberal courses, which, of course, should be continued. Parallel with the High School, we must have, perhaps as an outgrowth of our Drawing School, a thorough and broad technical school in which boys and girls may be given that specific training which will fit them for the higher walks of industrial life.

I urge this matter upon your consideration, not for immediate action, but that when the time comes, you may be prepared for it, and I shall hope to see during the year some further additions to the work of the Drawing School, in the line of technical courses.

DRAWING.

The department of drawing has gone the even tenor of its way with nothing startling, but with good results. Miss Fawcett, our able supervisor, needs, to enable her to accomplish the best results in her department, a fuller supply of proper material, especially for the training of the color sense. I am more and more convinced of the importance of free work in color, although no one apparently knows just how it can best be done.

The change in the Normal School has given the pupils of each class a continuous course during both junior and senior years, and more lessons than formerly.

In the High School an additional assistant has made it possible to do fuller work. It is anticipated that when the school enters the new building with its finely equipped draughting rooms, the department of drawing will receive great impetus.

The value of drawing cannot be questioned by thoughtful teachers, but it is not, in my judgment, what it is commonly supposed to be. Drawing in schools is not necessarily training to a high appreciation of art; it is necessarily training the powers of observation and expression. Children cannot look at the object and then represent it upon paper, either with pencil or brush, without gaining power; but they can do both of these things without gaining artistic sense. The artistic sense is cultivated by the combining of two processes—the observation of art and the attempt to produce art from nature. Hence, it is quite essential to the development of ar-

tistic ideas in our schools that good specimens of art be continually before their eyes.

Miss Fawcett has done all that it has been possible for her to do in this direction, and I trust that we shall be able in the near future to equip our schools with better specimens of art than now generally adorn their walls. Miss Fawcett very properly calls attention to the fact that the use of pictures is for something more than school room decoration. It is for training the higher powers of the mind. Good pictures and good statues should be in the school rooms and should be studied by the children. If this is done, their drawing lessons can take on a higher aim.

READING.

Of all the subjects of the school curriculum, reading has the farthest reach. It may be taught so as to be exceedingly narrow, when it becomes merely the art of calling words. Power to read may even be an evil, since it is the key to all of literature, and much of literature is bad. Hence, it is the duty of those who teach children to read to do all in their power for the cultivation of taste—the appreciation of and love for good books.

The school readers of to-day are vastly better than those of a few years ago, and there is really no excuse for the use of reading books which are not literature. Our schools are becoming very well equipped with reading matter. The list of supplementary readers from which principals may choose is very large and comprehensive, so that even during a common school course children must of necessity

become acquainted with much good literature, and if they are well taught, will acquire some taste. But granted the best selections and the best teaching, the amount of literature read in school is necessarily small, and unless the school readers lead to excursions to the library and create a large demand at that institution, something is wrong. Mr. F. P. Hill, the Librarian of the Free Public Library of this city, and the Library Board are exceedingly anxious to co-operate with the public school authorities in supplying children with good reading matter. They invite suggestions of books to be purchased, welcome children to the library, and have made provision in the new building, now in process of erection, for ample accommodations for children, with attendants in charge. Further than that, they are about to furnish the grammar schools with traveling libraries,—sets of fifty books each, carefully selected, put up in cases, to be moved from school to school and distributed to the children by the teachers. The School Board is asked to furnish merely transportation for the books. Six of these sets have already been made as experimental, and are about to be sent out to the schools. I look for much good from this liberal plan of our Free Library. The books will not only be read by the children, but will be taken into the homes, and it is hoped that many families will thus get their first taste of good literature, and that the demand upon the Public Library from those not in the schools, as well as from those in the schools, will be greatly increased.

It is also proposed to establish a branch library, with an attendant in charge, at the new High School.

This will be of great value to the pupils in the High School, especially as the new building is at some distance from the library building. It will also serve as a distributing point for books to families in the neighborhood of the High School. From these two sources alone much good should come to the families in Newark.

There is another way by which our schools may be supplied with matter for general reading. The State offers twenty dollars (\$20), for the first year, and ten dollars (\$10), for every year thereafter, to any school appropriating a like amount for a library. The books must be approved by a commission, whose membership is determined according to law. Many of our schools raise the money in various ways during the year and secure the ten dollars (\$10), thus having an annual fund of twenty dollars (\$20).

I recommend that the Board of Education appropriate from its funds each year ten dollars (\$10) per school, so that all schools, rich and poor, may have the benefit of this fund for the purchase of books. The amount in the aggregate would be about six hundred dollars (\$600) per year, while the good done cannot be computed.

MUSIC.

The work in music has furnished a fine illustration of what one person can accomplish, for Miss Westwood has been compelled to work almost without material. She has with her own money purchased music and with her own hands prepared copies, so that the schools have been reasonably well supplied with good music to illustrate the work of the differ-

ent grades, and the results have been exceptionally good.

We are, however, grateful to acknowledge that at last music books have arrived, and that portion of Miss Westwood's work may be given up. She will now give herself to the higher phases of her work, and with the same enthusiasm which has characterized her labors during her occupancy of her present position, I am sure she will secure results of which we shall all be proud.

EVENING SCHOOLS.

The work of the Evening Schools is so thoroughly covered in the accompanying report of the Supervisor that little needs to be said here. The Evening Schools of this city, whatever they may be elsewhere, are certainly of great value.

Among the features emphasized in the Supervisor's report, and especially worthy of comment, are the establishment of teachers' meetings by himself for the discussion of the problems connected with Evening School work; the development of the two lecture courses—the one for the pupils in the schools and the other the people's free lecture course, which has been this year most successful both in the character of the lectures and in the size and quality of the audiences; the great interest shown in the work of sewing and the development of the Drawing School. The Drawing School is likely to become a most important factor in the development of industrial education in this city. It in every way justifies its existence and merits generous support.

The great need of the Evening Schools at the pres-

ent time is text books. The schools have gotten along with the cast-off books of the day schools and other unsuitable and insufficient material. I am convinced that the Evening Schools should be supplied with an abundance of good reading matter, and so recommend.

The Supervisor calls attention to the neglect of the labor laws, and to changes in regard to the hours of labor of the young. He is convinced from investigations that he has made that many children escape school altogether, and that many others are employed for such long hours that it is impossible for them to attend evening school with profit. Surely, those unfortunate boys and girls who leave the day schools before they have completed a satisfactory course should have the privilege of free evening schools.

The Evening High School of this city is of great value, not only to those who are fortunate enough to pursue its courses, but as an inspiration also to those in the lower schools. It makes possible a more carefully ordered and graded course of study than many evening school systems have. With the opening of the new building, the much-needed facilities for laboratory work will be provided.

SUMMER SCHOOLS.

As in the case of the Evening Schools, the full report of the Supervisor sufficiently covers the ground. The Summer Schools of Newark are no experiment, and their increasing usefulness is annually demonstrated.

During the past year kindergartens were opened in all of the schools, and elementary manual training

was added to the course. This proved a subject of very great interest, and, consequently, of very great value to the children. The real educational value of manual training—its power to expand the mind and stimulate both mental and physical activity—is not yet fully appreciated.

An entirely new feature of the Summer Schools was the opening of playgrounds under the combined auspices of the Educational Association and the Board of Education, money being furnished by the city. The work was admirably begun, and should be continued and increased, though, I think, that hereafter it should be entirely controlled by the Board of Education. No reason can be found why school property should not be in continual use for the public good. During the long summer vacation the buildings and grounds have heretofore been closed to the public. In many quarters of the city the school yards furnish altogether the most healthful and commodious playgrounds for the young children. Here they can be assembled under proper care, furnished with proper employment, protected from dangerous associations with older children, and much of the evil which comes from street life during the long summer vacation may thus be averted. I urge that the number of summer playgrounds be increased this year, and that every facility be furnished in order that they may be made both attractive and useful.

PARENTS' ASSOCIATIONS.

There is no more significant condition at the present time in connection with public school education than the intense lay interest manifested in very many

ways. Possibly the most evident proof of such interest among us, and, indeed, throughout the country, is the organization of parents' associations in connection with the schools. There are now *several* such associations connected with the schools of this city. Some of them are mothers' clubs, meeting in the afternoon at the school buildings and discussing various matters pertaining to the education of children and the relations of parents and teachers. Others are large and powerful associations of men and women, meeting in the evening, with elaborate programs and invariably large attendance. Such associations tend to accomplish two things—they make parents intelligent as to the aims and methods of the school and they create sympathy between parents and teachers, without which much of the best work, both of school and home, is bound to be squandered. The true teacher and the true parent have naturally the same aim—the promotion of the highest interests of the children. During about five hours of five days in the week the children are under the care of the teacher, who gives her whole time to their training. During the remainder of the time they are under the care of the parents, who give more or less time and intelligent thought to their training according to ability and taste. If these two forces work together harmoniously, it does not need to be said that vastly more can be accomplished than if they work independently, in antagonism, or even with mutual disregard. Hence, I hail the organization and growth of parents' associations with great satisfaction and hope.

A still more powerful organization in this city is the Education Society, composed of leading citizens, mostly women, and largely representing the various parents' associations. This association furnishes a centre of power and of influence bound to produce an effect upon both the schools and the community. Its purpose is to aid, and not to destroy, the educational forces already at work.

Its interest has been manifested in many ways. One is the attempt to secure by legislation a better school law; another, and a most hopeful one, has been the attempt to enable the children of the city to enjoy works of art of the highest rank at slight cost. The exhibit was fairly successful, and the money received to be expended for pictures, while not as large as we could have wished, will help adorn some of the waste places. To the activity of this association is due the establishment of summer playgrounds, of which mention is made in another place. The schools are indebted to these energetic and public-spirited women for their efforts, and it is to be hoped that they will go on to fuller usefulness.

MARKING AND PROMOTION OF PUPILS.

During the current year a new system of marking has gone into use, a system which is in many respects the most radical to be found anywhere. But two marks are used, "satisfactory" and "not satisfactory," and the only basis of distinction is the fitness of each child for continuing in the work of his class. The child who is fitted to continue with the work and to be promoted at the proper time, is marked "satisfactory," all others are marked "not satisfactory."

Thus far the plan seems to be working well. The responsibility for the advancement of children is put entirely upon the teachers. They must exercise judgment and must be held responsible for such exercise.

The first effect is to make teachers more careful and more observant of individual children. The second effect is to remove artificial stimuli from the children themselves. All educational authorities agree upon the evil of artificial stimuli. They tend to destroy real interest, which is the basis of all effective working, whether in school or out—interest in the subject itself and in the actual results to be attained.

I regard a marking system which holds out purely imaginary motives as wholly vicious. It not only leads the children to false standards of living, but it spoils teaching. It tends to make all teaching formal and mechanical, to reduce what should be a spiritual process to terms measurable in figures. Teaching is to be estimated by the degree and kind of mental activity aroused. All real education is growth, development from forces within. That only is good teaching which arouses these inner forces. Spiritual growth cannot be measured in formal terms. The teacher, if marks are the reward, must teach so that the child can get marks. Marks can only be given for the manifested possession of such facts as can be materially measured, hence the whole system tends to pervert notions of education and of teaching. The act of learning is a spiritual act. You cannot bestow real knowledge upon another. To really learn a thing means to undergo an actual mental change.

Learning is not stuffing or adding, it is changing. The child who has learned a new lesson, and made it a part of his being, has thereby changed to a degree the character of his whole being. He can never be the same that he was before he learned that lesson. He cannot put it off as he would his coat. We have no measure by which we can compute the expansion of the mind. The greater the mental change the more valuable the act of learning and the thing learned; consequently, while the child is engaged chiefly in learning, or, if you please, in growing, in receiving his education, every obstacle to the broadening of his mind should be removed. Such an obstacle is always a formal marking system. It would be better if we could have no marks at all, but simply teach the children, seeking to arouse in them proper ambitions and real interests in real things and making those the only stimuli, but in a large city with a classified system it becomes necessary from time to time to regrade and re-classify, and this requires a certain amount of marking. The system which we have adopted seems to reduce this to the minimum amount required for such purposes.

There is one complaint which comes from many sources with regard to this marking system. It is that parents do not know what their children are doing as well as they knew formerly when they were marked "very good," "good," "fair," "poor" and "very poor." In my judgment, they knew very little from those marks ordinarily, but that does not make it less important that they should know. I believe that not enough is done in the schools to keep parents and children in touch. Parents should know,

should be forced to know, if necessary, just how their children are doing and what they themselves must do in order to secure for the children the best education. Communications should be made as frequently as necessary, giving, quite in detail, the teacher's judgment of the child's work. Personal conferences should be sought, in which with frankness and common interest, the welfare of the child should be discussed.

A committee of principals in connection with your Superintendent is at the present time working upon a method of communicating as often as necessary with parents, and it is hoped that a plan will be devised which will furnish all the information necessary and in a much more satisfactory way than that of the old formally marked card.

SCHOOL CENSUS.

The appropriation of money from the State to the local school districts is made partially upon the basis of the school census, which is taken by the local school board. If this census can be properly taken, it doubtless constitutes the fairest basis for the apportionment of funds, but it is a question whether it is fairly taken at the present time. It would be an easy matter to bring instances from the state at large showing the inequalities resulting from a varying census. This year the census of one city in this state indicated so great an increase over that of the year before that the State Superintendent was convinced of its fraudulent character and ordered a new one to be taken; but we do not need to go abroad. There is abundant evidence from our own records that our census, if not

fraudulent, has been at some times and in some places carelessly taken. Two or three examples will suffice.

In the year 1897 the census for the Second Ward showed an increase of four hundred and forty-two (442) over the year 1896, while in the year 1898 the census of the same ward showed a falling off of ten hundred and forty-one (1,041) from the figures of 1897. In the Fourth Ward the figures for 1897 showed an increase of two hundred and sixty one (261) over 1896, while those of 1898 showed a falling off of four hundred and twenty-five (425). Now any one familiar with the growth of the city knows that both of these figures are absurd. Our school records show that the number of children is continually on the increase. In the Seventh Ward, on the other hand, the figures for 1897 showed a decrease of four hundred and thirty (430) as compared with 1896, while those of 1898 showed an increase of seven hundred and seventeen (717) as compared with 1897. In the Thirteenth Ward the figures for 1897 showed a decrease of six hundred and seventy-four (674) as compared with 1896, while those of 1898 showed an increase of four hundred and sixty-three (463) as compared with 1897. Here the error is probably in the decrease of 1897, since these are rapidly growing districts of the city. In the Fifteenth Ward the figures of 1897 indicate an increase of five hundred and forty-nine (549), while those of 1898 indicate a decrease of three hundred and forty-one (341) as compared with 1897. In this ward is found a very large Italian population, and no one who is familiar with the situation believes that there are fewer children there than there were last year. Other instances might be given, but these are

enough to prove the unreliable character of our census figures.

In my judgment, the errors are due chiefly to the fact that enumerators are appointed for a single year only and are changed from year to year. To take a census of children, especially among ignorant people, requires such tact and skill as only experience can give. It is perfectly evident that a change must be made. We need all the money that we can get, and yet we do not want more than we are entitled to. A failure to enumerate all the children living in a district means the loss of nearly five dollars in each instance. The experience of the Nation and of the various States has shown us that there is no hope of an accurate census, excepting through the employment of experienced experts, properly generated.

I, therefore, strongly recommend that the taking of the census be placed in the hands of some one person appointed by your honorable body, who shall be required to employ, in so far as possible, trained experts, and to make these men permanent employees of the Board, doing the work in the same districts year after year. This will secure acquaintance with the various families and increasing accuracy. In so far as possible, it is better that the census enumerators live in the districts which they are required to enumerate.

ATTENDANCE.

The total enrollment for the year ending June, 1898, was for day schools thirty-four thousand nine hundred and twenty-nine (34,929), for evening schools four thousand three hundred and twelve (4,312), and for summer schools three thousand eight hundred and

fifty-one (3,851), a total of forty-three thousand and ninety-two. This is an increase of two thousand nine hundred and seventy-eight (2,978) over the year preceding, the increase being distributed as follows: Day schools two thousand three hundred and thirty-seven (2,337), evening schools one hundred and ninety-five (195), and summer schools four hundred and forty-six (446).

The average enrollment by months shows an increase over 1897 of two thousand four hundred and seventy (2,470), one thousand eight hundred and eighty (1,880) being in the day schools, one hundred and forty-four (144) in the evening schools, and one hundred and forty-six (146) in the summer schools.

This increase means that increased accommodations are needed for one thousand eight hundred and eighty (1,880) children, and that additional teachers are needed for two thousand four hundred and seventy (2,470) children.

The laudable attempt of the Board of Education to reduce the number of pupils per teacher calls for still further accommodations and still more teachers. Most wisely, by vote of the Board, the number of pupils per teacher in the day schools was reduced from sixty to forty-eight. It has not been possible in some schools to carry this out, owing to lack of accommodations, but wherever it has been possible reduction has been made to the great advantage of the children. It is to be hoped that before long the assignment can be still further reduced to forty, and that accommodations can be furnished enabling us to carry out this plan.

As the result of these two causes, the increase in the enrollment and the decrease in the number of

pupils per teacher, the number of teachers employed by the Board has been increased from seven hundred and seventy-three (773) to eight hundred and sixty-one (861), the increase being distributed as follows: Day schools sixty-two (62), evening schools nine (9), and summer schools seventeen (17).

“COPENHAGEN PLAN.”

In several schools it has been necessary to have two classes in a room, one in the morning and one in the afternoon. Until recently the same teacher taught both classes, and the children consequently were limited to very short sessions—one class getting three hours and the other class two. A slight improvement over this plan is the one that has been recently adopted of having two teachers, one for the morning class and one for the afternoon class, in each such room; the morning class being present from 8.30 to 12.30 and the afternoon class from 12.30 to 4.30, with an intermission of considerable length in each case. While this is but a makeshift, it is less objectionable than the other plan and than greatly overcrowding the rooms. The chief objection for young children is the long session with insufficient rest.

BUILDINGS.

In regard to school buildings the situation is slightly better than a year ago, but is still bad enough. Blame, however, cannot be laid at the door of local authorities. Through the action of the Mayor, a bill was passed by the last Legislature and signed by the Governor, authorizing the issue of three hundred thousand dollars (\$300,000) in bonds

for school buildings. Unfortunately, owing to the decision of the Supreme Court in the Trenton case, the law was considered unconstitutional, and the bonds were not sold. The situation to a lay mind appears somewhat alarming.

The people of this State have bound themselves, in my judgment most unwisely, by an amendment to the constitution prohibiting special legislation, and now the courts have decided that laws for classified cities are special legislation : consequently, it appears logical that no relief can be had for the existing conditions, no matter how bad, in any city, unless the law granting relief is applicable to all cities, whether the conditions are the same or not. The fad for such constitutional amendments, which attained sudden popularity throughout the country, is bound to lead to endless mischief; not least worthy of mention being the general disrespect of law and the attempt, frequently successful, on the part of legislators, to circumvent the constitution by subterfuges of various sorts. Fortunately, a law was discovered which the legal critics did not attack, passed in the interest of another city, which enabled us to get one hundred thousand dollars (\$100,000), furnishing some relief, and I urgently recommend that an attempt be made to secure the three hundred thousand dollars (\$300,000) this year, although it will be necessary to circumvent the constitution.

The year just passed has seen the completion of a large addition of fourteen rooms to the Fifteenth Avenue School, furnishing seats for six hundred and seventy-two children, and the completion of eight rooms of the new Bruce Street School, furnishing

accommodation to about four hundred children, and the addition to the Morton Street School of seventeen rooms, furnishing accommodation for eight hundred and thirty-two children. These buildings have furnished partial relief to the quarters in which they are located, but with the exception of the Fifteenth Avenue School, the relief is but partial. The opening of the Morton Street School addition enabled us to close two of the worst rented annexes and to accommodate children in the Morton Street School without overcrowding. It has not, however, relieved Monmouth Street School, nor the other schools in the vicinity.

The opening of the Bruce Street School has furnished no apparent relief. Although it is but an eight-room building, we are conducting ten classes in it, the total enrollment being five hundred and thirteen (513) to date, in a building accommodating properly a little less than four hundred, and yet the other schools in the vicinity are as crowded as ever.

There are now in process of erection the new High School building, nearly ready for occupancy; the Seventh Avenue School of ten (10) rooms; the Charlton Street addition of twelve (12) rooms, and the South Market Street addition of eight (8) rooms. As I have said, the High School building, it is hoped, will soon be occupied. The Charlton Street addition ought to be ready for occupancy in April. The other two schools cannot be used until September, and by the time they are occupied, the congestion will be as great as ever, excepting in the High School. The new High school building will accommodate the present High School enrollment comfortably—no more.

The policy of building a little each year, keeping two or three years behind the actual need, trying to get along with rented annexes and overcrowded rooms, has nothing to commend it. This Board has placed itself on record as anxious to provide proper facilities. To do this, it is necessary to secure legislation, and to secure legislation that will pass the muster of the courts, if that be possible. Let us once build enough buildings to get even with our needs, and then a comparatively small annual appropriation will suffice.

Certain quarters of the city are particularly overcrowded at present, most notably the Sixth, Seventh, Eighth, Ninth, Thirteenth and Fourteenth Wards, and also that portion of the Twelfth Ward in the vicinity of the Hamburg Place School. The children in all of these districts are either very improperly accommodated or not accommodated at all. The so-called Industrial School on Clover street is an unfit place for children, and yet there is no other room for them, and the good people who own the building are doing all that they can. In providing a suitable addition to the Hamburg Place School, I urgently recommend that room be furnished for this institution, in order that the children may be properly housed.

I desire to call your attention to the fact that after the first of February the new High School building will be full, and that by next September, in all probability, it will be crowded. It is time to make plans at once for another High School building. Before it can possibly be completed, we shall be again renting quarters for High School purposes. This building should not be as large as the present one; no High

School building should. A possible enrollment of a thousand should be the maximum capacity of any High School building; a limit of eight hundred is better.

This city is wisely committed to the High School idea—that is we consider it best for the city that as many boys and girls as possible take a High School course. The nearer the High School can be brought to the homes of the people, the larger the number of children who will enter its courses. Several High Schools of medium size, located in different parts of the city convenient to the population, are vastly better than one immense High School. Work can be better conducted in them, and the experience of other cities has shown that such a distribution of High School facilities greatly increases the attendance.

I therefore recommend that the Committee on High Schools be instructed by this Board to form plans for the erection of a new High School building in the southern part of the city at the earliest possible date, and that they be authorized to secure such legislation as is necessary for obtaining funds for such a purpose.

SCHOOL FINANCES.

I desire briefly to call your attention to the condition of the finances of this Board, which I made the subject of a special report during the year, and to urge that, if possible, legislation be secured to remedy the evil. It is a simple and indisputable proposition that any individual or corporation, starting upon a course of expenditure for a year, should know in advance how much money is available. Under the peculiar system of finances existing in our school matters, this condition does not prevail.

We begin to spend money on January first. Within the next three months we ask for the money that we are to spend for the year, from January first, and usually during August or September we know how much we can have for the year—sometimes this knowledge does not come until November. The result is uncertainty and danger of overrunning the appropriation, since it is the fashion for the Common Council to reduce the Board's estimate by a considerable amount. The year just passed was an excellent illustration. The amount asked for by the Board for current expenses was reduced forty-seven thousand dollars (\$47,000) when in August the budget was finally passed; consequently, it became necessary to exercise the most rigid and harmful economy during the remaining months of the year to keep the schools open at all and to avoid committing crime. During the entire fall term we were practically without money for the purchase of text books or other supplies or for the making of necessary repairs. This is not only bad for the schools, but it is poor financiering. Certainly the Board at the beginning of the school year should know how much money may be spent for educational purposes during the year, and then plans can be made accordingly. The determination of the amount to be spent should, within fixed statutory limits, rest with the Board of Education, and not with any political body elected for other purposes. Our Board of Works and our Water Board have a fixed amount of money from the tax levy. Why should not the Board of Education?

OBITUARY.

Our obituary list is very small, but one teacher having died during the year. In the death of Miss Alice I. Johnson, of Morton street, the city lost a faithful servant and the children a friend.

The last year has witnessed the passing away of one who was, for many years, a very conspicuous figure in the public schools of this city. Mr. James M. Quinlan commenced his service in the Newark schools as principal of the West Ward School, now the Normal and Training School, in April, 1850. In 1859 he was transferred to the High School, where he remained until his retirement from active service in 1893. During these long years of service he made, deservedly, armies of friends who adhered to him until the last.

Although I personally never had the honor of Mr. Quinlan's acquaintance, it is so evident from his reputation that his work will follow him, that I deem it a duty and a privilege to pay this brief tribute to his memory.

In conclusion, I beg leave to congratulate your honorable body upon the excellent progress made in the schools during the year just past, and to thank you individually and collectively for your uniform courtesy and support.

Respectfully submitted,

C. B. GILBERT,

January 27, 1899.

City Superintendent.

REPORT OF PRINCIPAL OF NORMAL AND TRAINING SCHOOL.

Mr. C. B. Gilbert, City Superintendent of Schools:

DEAR SIR:—In compliance with your request, I transmit to you my report of the Normal and Training School for the year ending December 23, 1898.

The year has been marked by many encouragements and some difficulties incident to the present necessity of occupying two buildings which are separated by a distance of about ten minutes' walk. When the Normal School is able to occupy its new quarters, this embarrassment will be overcome.

The class of '98, consisting of forty-two members, graduated in June. Twenty-four had taken the general course and eighteen were from the kindergarten department. All passed satisfactory examinations and received favorable reports for their practice-teaching in the schools in which they observed.

During the first half of the year the reorganization of the school was a matter of deep study by the City Superintendent and the faculty of the Normal School, to the end that recognized weaknesses might be eliminated and the course of study might be strengthened.

Our work with the new course of study is tentative. The observation and practice-teaching is conducted wholly in the classes of the training department. The number of classes has been increased and the corps of teachers reorganized. These are now acting as model and critic teachers. They are model teachers for two days in the week, and are closely observed by the Normal pupils under their care. During the other three days in the week the pupils teach under the direction of the class teacher, who is now acting as a critic teacher. At the close of the day each teacher meets the young ladies under her charge, and their work is discussed and criticised. The entire work is under

the supervision of the Director of the Training School, who is also the teacher of methods. In this way the work is unified and correlated.

The Director of the Training School is carefully observing what is done by both teachers and Normal pupils, and meets the observers one afternoon in each week for discussion and criticism. She also meets the teachers once a week, and the work is properly related and unified. We are confident the graduating class of 1899 will manifest the thoroughness of their preparation.

Our junior class and kindergarten department are located for the present in the Marshall street building. The senior kindergartners are divided into two sections, each of which spends half the day in observing and practice-teaching. Since December 1st the kindergarten class of the Miller Street School has been designated as an adjunct of this department, and a part of the pupils are observing there.

It is worthy of note that the standard of music in the kindergarten course has been raised and definitely determined.

Our Normal School numbers at present—

Seniors in the general course.....	41
Seniors in the kindergarten course.....	14
Juniors in the general course.....	58
Total	113

In February several of the juniors will enter the kindergarten department.

Respectfully submitted,

JOSEPH CLARK,
Principal of Normal and Training School.

REPORT OF PRINCIPAL OF HIGH SCHOOL.

Mr. C. B. Gilbert, City Superintendent of Schools :

DEAR SIR.—The High School has struggled on during the past year as best it could in three separate buildings, not one of which is well adapted to our use.

All of our rooms, except the boys' annex, have been sadly crowded, and the arrangement of the boys and girls has been a series of compromises; but in spite of all inconveniences our teachers and pupils have done good work, and the boys and girls enter various colleges unconditioned.

We have to-day 52 boys in 11 colleges that entered unconditioned, and 29 girls in 11 colleges, and two or three not only entered unconditioned, but in some studies were put into the sophomore class, and among the students that take prizes our pupils carry off the lion's share.

The present High School opened January 7, 1855, and there have graduated from the school in these forty-four years 2,485 pupils, and of these the present principal has signed the diplomas of 2,257.

Last year we graduated three more pupils than this, perhaps due to the war. Several of our boys went to the front; one laid down his books, shouldered his musket, did service for his country, and when mustered out laid down his musket, took up his books and joined his class again.

The war roused a great amount of enthusiasm among the boys.

Last year we suggested that the commercial course be lengthened, strengthened, and that the Spanish language be one of the studies of the course; but we had no idea then of the importance of a knowledge of that language. Several of our boys are now in Cuba digging at the language and earning pesetas, and many more will be wanted as teachers and interpreters.

We are pleased that the Board has decided to make the

commercial course a three years course. The next advance step will be to make all courses four years, giving those that leave at the end of two or three years certificates for the work done.

The strength of a people depends largely upon the food that it eats and the way that the food is prepared for use. Miss Higbee, principal of the Oread Institute, says:

“The relation that food sustains to building the human structure is little understood, and though it is of great importance, it is not difficult to understand. The first thing to learn is what naturally organized food products are; and the second, how to combine and cook these products into beautiful and appetizing dishes. Such food is always suited to man’s requirements.”

We hope the time will soon come when a cooking school, connected with our High School, will be established. Such a school would be of vast benefit to our community.

We have talked for years of the importance of manual training in our school. Speaking on this subject, some one has tersely said:

“The student comes to deal not only with words, but with things. The thoughts in their minds are worked out by their hands.”

We expect the new building will be splendidly equipped for this work.

We are still acting on the belief that the study of one’s own language is of more importance than the study of Choctaw, Arabic or Greek, and that the history of the nations of the earth is one of the most enlightening of all the studies.

All of the various departments of study are progressing as well as could be expected under our environment.

We are anxiously looking forward to the day when we can take our impedimenta into the new building, where we expect everything will be up-to-date, with lighting, heating and ventilation perfect, with ample and well-stocked laboratories and libraries.

Respectfully submitted,

E. O. HOVEY,
Principal of High School.

REPORT OF SUPERVISOR OF EVENING, SUMMER AND CENTRAL UNGRADED SCHOOLS.

EVENING SCHOOLS.

Mr. C. B. Gilbert, City Superintendent of Schools :

MY DEAR SIR:—I beg to submit the following report of the Evening Schools. They have been an important department in our educational system for many years.

The Superintendent says this is emphatically a city for evening schools. The adult population is so largely of foreign birth and ignorant of the English language that it is quite important that the city furnish facilities for their education.

The teacher is the great power in the school. If we wish good evening schools we can only have them through the good teacher. This is appreciated by the Superintendent and the Committee on Evening Schools and is shown in the strength of the present corps as a body.

I desire in this communication to simply outline and describe very briefly the work undertaken and offer a few suggestions and recommendations in relation to their increased efficiency and extended usefulness.

They are generally well located with reference to the convenience of those desiring to attend them.

The attempt to open a school in the Elliot Street School building did not meet with the success that was expected. The registry was small and but two classes were formed, and the attendance in these soon fell off and the school closed November 1. Several reasons were given for the failure, viz: dimly lighted streets, unflagged sidewalks, etc. I think there was a lack of personal energetic influence always necessary to success. This is a locality that needs and deserves an evening school. I think one can and should be established and maintained here next season. I make such recommendation.

In accordance with the recommendation one week was given to the registry before the schools opened formally with the regular sessions. The registry was large. The number being 161 greater than for the same month in 1897. However, during the months of November and December the enrolled number decreased somewhat below the same months for 1897. The chief cause for this was, no doubt, the increased activity in all lines of business, especially in factory and shop industries. There was an unusual demand for overtime work. In addition to this I fear the compulsory school law was not as rigidly enforced as it should have been. I made as thorough an investigation as possible with the means at my command. I met the Child Labor Law Inspector several times. While something was done, there were persistent violations of the law.

It seems well just here to call attention to the fact that ten hours make too long a working day for young people under 15 or 16 years of age, and then expect them to attend evening school an additional two hours. The remedy is not to drop the evening school but shorten the working day and have the law enforced.

The classes began work with 101 teachers besides the principals. This number varied a little as the term progressed.

The classes were very promptly organized on the basis of from thirty to forty pupils each. This is a smaller number than in previous years. The object was to enable the teacher to do more individual work and thus help the pupils to better help themselves. This purpose has been realized in a good measure. The value of experience and skill in the teacher was shown in the great promptness with which the classes in large numbers began their work. Many were in full working order at the opening of the first session. There is no place where dawdling and time

wasting are more likely to occur than in the evening school, nor where they can be more harmful.

The evening school teachers have not had, to any very helpful extent, the benefit of conference or grade meetings in which the line of work to be pursued could be considered and unified with like work in the different schools, the methods of instruction, the special preparation of the teachers for this peculiar work, presented and illustrated.

The Supervisor deems this important, necessary. To this end he has conducted a series of such meetings, including all the schools and all the teachers and principals, holding them at the close of the session. The school sessions were shortened a few moments, the teachers assembled very promptly, and a half-hour was given to the consideration of points presented by myself or any teacher or principal.

Without exception the principals and the teachers gladly responded, and as the interest grew, in some schools the meetings were prolonged beyond the limits set.

In the course of study pursued by the schools throughout, language was considered of the greatest importance. Its close and necessary relation to all the subjects pursued was pointed out and illustrated by special exercises. The relation and uses of oral and written language was illustrated. Supplementary reading, so far as possible with the books at our command, was used in our plan and work.

Among the greatest needs in our evening course is more and better reading matter. A large proportion of the reading books in use are the old class readers discarded in the day schools. The reading matter and the methods of using it are of the highest importance in these schools. No subject lies nearer to the entire course of instruction than does good supplementary reading properly correlated. This is why I am so urgent in this matter. A few well selected sets of twenty-five or thirty books each

placed in each school would very well meet this demand. We have used to some extent the books of the day school. This has helped, but is attended with much inconvenience.

The method of teaching arithmetic received practical attention, especially in the fundamental operations. United States money, fractions, compound numbers, measurements, percentage in its practical business applications, commercial forms and business correspondence.

I am not satisfied with the instruction and the results obtained in penmanship in a number of the classes. In some satisfactory progress is made. We have but little time to practice writing as a study subject; without this but little can be done in acquiring the art. Most of the writing is done in connection with the lesson exercises. Penmanship then becomes a secondary matter. Other difficulties confront the teacher and the pupil, viz: The habits of the pupils are fixed, and it is hard, at their age, to change them. The daily occupations often unfit the hand for good pen work. I urge letter writing and business forms under careful instruction. Much can be done when the teacher has her work well in hand and is determined to have *good* work and will accept none other.

The sewing classes are very promising. There is a desire on the part of many to take this work. The course is very well laid out and is progressive; as much so, as can be, as we have pupils from 12 to 20 years of age. The work done last year awakened the right spirit and laid a good foundation for advance this year.

The enrollment and attendance in these classes have been excellent—the enrollment, over 300; the average attendance, 283. The teachers faithful and painstaking; the pupils, interested and industrious. The sewing classes are well worth the time and money given to them.

The lecture courses for the year were well organized. The course for the evening schools included fifty lectures. The subjects and the speakers were selected with care,

and thus far have shown improvement over previous years in matter and adaptation to the intelligence of the pupils. The Free Course for the People was made up with like care. It covers fifteen lectures, touching well the live topics of the day. The centers are the same as last year, with the addition of the Franklin School. The audiences have been good, some crowded, the attention excellent. This seems to indicate that this form of instruction is gaining in favor and usefulness. The way is open for further extension and improvement.

The Evening High School is a power in this department. It completes and rounds out the educational opportunities of our city for those who cannot continue in the day schools.

It reopened October 3d with a large enrollment. It was well organized in the departments outlined in the course of study. Later in the term the Latin and Spanish languages were added to the course. The Latin class has not sustained its numbers and interest as well as we expected. However, it has made a fairly good record. The Spanish classes have been, up to the present time, very satisfactory. When the Board decided to introduce this subject into the Evening School Course over sixty young men and young women applied. Two classes of thirty or more each were formed. The character and intelligence of the classes are excellent. Some of the members are college graduates, others are engaged in the professions, others in the various forms of commercial life. The opportunity thus given by the Board seems to be thoroughly appreciated.

The physical department feels the need of a better arranged and equipped laboratory, which it can have in the new High School.

The Drawing School is in a growing condition. From year to year its work is extended and strengthened to meet the demands of the time.

The school opened for the term of 1898 and 1899, October 3, 1898. The registry was large and the classes were quickly organized and entered with zeal upon the work of the year. The spirit of the school, as a whole, is progressive and the teachers generally are unwilling to fall behind in their work.

Mathematics were introduced in connection with constructive drawing in the Architectural and Mechanical classes. While a little time will be required to make adjustments, the work thus far promises much success.

Historical ornament is a new feature in the course. Flat drawing is practically discarded, object and cast drawing taking its place. Sketching from life is meeting with much success. The clay modeling is worthy of note, the progress of pupils is commendable. I consider this school an honor to the Board of Education and the city.

In closing I wish to say that, though the evening schools are struggling yet, they are progressing along practical lines. With better and enlarged opportunities the progress will be more rapid and satisfactory.

Respectfully submitted,

WILLIAM N. BARRINGER,
Supervisor of Evening and Summer Schools.

SUMMER SCHOOLS.

Mr. C. B. Gilbert, City Superintendent of Schools :

MY DEAR SIR:—I hereby submit the following report of the Summer Schools for the term closing August 19, 1898.

The report rendered at close of the year 1897 sets forth so fully the plan, purpose and details of these schools that I shall confine my remarks mainly to two features that were prominent in the course pursued during the term closing August, 1898, by the introduction of the kindergarten into all the Summer Schools. Also manual training into all the classes.

When the registry opened July 5, the children flocked in droves to the various schools to enter the classes for the summer term, with as much eagerness and happiness as though they were returning from a long vacation. The regular term schools had been closed but a few days, yet these children were not only ready but anxious to return to their school room exercises again. The points I would emphasize here is, children do not dislike school when adapted to their nature and needs. These summer schools have been appreciated and well supported by the citizens of Newark. The teachers and children alike are happy and enjoy the variety and inspiration of the exercises.

The registry for the term was 3,851, last year 3,405, an increase of 446. The classes were formed on the basis of from 35 to 45 pupils each. Of this registered number 1,973 were males and 1,878 were females. This large increase from year to year indicates the growing interest of this grade of schools.

Following the plan that has characterized, to some extent at least, the instruction and exercises of these schools in the past, in making the exercises so largely concrete, appealing to the sense organs and the hand, and especially in grouping all the work of the classes about nature study, we succeeded in awakening an unusual interest, and greatly stimulating the healthy and intelligent activities of the children.

The language work, oral and written, including all forms of graphic expression, was prominent and effective. Supplementary reading was largely used and found very helpful. This was made possible by the kindness of the principals who furnished cheerfully the supplementary readers of their graded schools for use in the summer schools.

The recommendation that the kindergarten be introduced into all the summer schools was approved, and

accordingly such classes were formed, and now the kindergarten forms an essential part of the summer course.

The pressure for admission into these classes was very great, and they soon became full to overflowing. The spirit of the teachers and the children was excellent. Some of the teachers were somewhat inexperienced and required some little time to become familiar with the child, his nature, needs, tendencies, peculiarities, physical activities and feelings, and how best to train these powers that he may develop the best in his nature. In a short time quite satisfactory progress was made. Of course teachers of experience, natural ability and skill in approaching the child secured the greatest and best results.

The characteristics that always distinguish the good kindergarten teacher were exhibited by a large number of the teachers. They were constantly appealing to the observing activities of the children. The children were permitted and encouraged to be themselves. Their originality and creative tendencies were stimulated and developed by continual use. Their social nature was given full opportunity for exercise and development. They were trained for cooperative and not for individual selfishness.

The kindergarten classes suffered somewhat for necessary supplies; this can be corrected in the future. It was interesting and very pleasing to notice how ingenious and successful many of the teachers became in improvising ways and means to continue the work.

The introduction of manual training was another step of marked significance and of great influence upon the character of the work done in these schools.

Mr. Pickwick, Director of the Manual Training Department of the city, kindly prepared some twenty problems constructed of paper and cardboard as samples of forms of utility. Every one of these problems involved the construction of some form, of interest to the child

because of its obvious usefulness. The combination of the different colors was also an important feature in these constructions. The useful and the beautiful were constantly pointed out and impressed upon the attention of the children.

A sufficient number of sets were made to supply all the principals, and by the help of the class teachers, this was duplicated in sufficient number to supply every class. Thus equipped with model problems, paper and card-board and cutting and measuring appliances, improvised by the teachers and pupils, the schools began work.

The children readily took to the exercises, and soon became very skilful in handling the work. Originality, intelligence and skill became manifest from the beginning and continued to increase throughout the course.

The influence upon the attendance and discipline of the school was very manifest and noted by all the teachers.

All the problems were completed in the different classes.

Singing entered into the exercises of the classes more or less throughout the schools. As was noted last year, I think and would recommend that an elementary course in music suited to these grades be arranged on the plan of the regular work in the schools.

I do not think the influence of play as a factor in education is understood and valued as it should be. This, undoubtedly, is the reason why so little attention is given to it.

The almost universal conception of the uses or function of play is that it is only a form of physical exercise—it simply stirs the physical activities. While it does all that it does very much more. Play when rightly planned and used stimulates and guides the life of the child as nothing else can. The power of character-forming found in well regulated supervised play is yet largely to be learned. This is the great power of the kindergarten plays and

games. In the judgment of some the playground and the yard recess are a great detriment to the order and quiet of the school.

A very important step in the right direction was taken last summer by the Educational Association in connection with the Board of Education.

The Board granted the use of several schoolyards and courts, viz: Hamburg place, Eighteenth avenue, Marshall street, Central avenue, Webster street and Lawrence street. These were organized and equipped with the usual appliances for playgrounds. By far the most important part of the equipment was the sand pile. More can be done with this than any other playground apparatus. There is no end to the usés that can be made of it in the amusement and training of the children.

Two of these yards, Hamburg place and Eighteenth avenue, were connected with Summer Schools held in these buildings from 8.30 to 11.30 A. M. It was feared that there would be some collision between the summer school pupils and its playground children. At first there was a little friction; in a few days, however, that all passed away.

I trust that soon the schoolyard and the well equipped playground will take their proper place in our schools.

Respectfully submitted,

WILLIAM N. BARRINGER,

Supervisor of Evening and Summer Schools.

CENTRAL UNGRADED SCHOOL.

Mr. C. B. Gilbert, City Superintendent of Schools:

MY DEAR SIR:—Permit me to submit the following report of the Central Ungraded School from its organization to the present date.

The fundamental idea in the Ungraded School is the individuality and personality of the child. These must be

recognized and reached before any progress can be made in reformation. Self-respect and personal responsibility are chief among the elements of character that must be developed as the foundation of all substantial improvement. The great power necessary to accomplish this result is the teacher.

The Ungraded School must be a small school, that the teacher may be able to study the child under many conditions and relations. This requires time, large intelligence and much experience, patience, perseverance and endurance. The work is and must be largely different from that in the regular graded school, for the reason that the teacher is dealing with individual mind rather than with a class as a body.

The discipline of such a school is of the greatest moment. True discipline means much more than mere perfunctory submission to the rules of the school and obedience to the arbitrary commands of the teacher. A child may be brought under submission and yet not disciplined. The essence of all true discipline is the self-direction and control of the individual, guided by right motives. This should be the aim of all education.

The investigation and study of the surroundings, tendencies, habits and motives of the wayward is without doubt the most difficult task that confronts the teacher in charge of this class of pupils. However, no true and substantial progress can be made without a full and clear knowledge of these conditions.

The establishment of a Central Ungraded School to meet this need and these conditions had been under consideration for some time by the Principals and the Committee on Teachers, of the Board and much valuable information had been gathered from many cities and submitted to the Superintendent and the Committee.

The organization of such Ungraded School was recommended by Superintendent Gilbert, which recommenda-

tion was approved and the school organized on April 4th, 1898, in rooms specially constructed for it adjoining the Drawing School on Academy street. It was designed to receive truants, incorrigibles and such other children as cannot well be instructed and trained and specially cared for in the graded school.

The home of every pupil was visited. The Supervisor found no difficulty in reaching the parents. Almost without an exception they were willing and glad to cooperate with the school and the teacher in helping their children. The condition of the home was noted and carefully studied as to the favorable and unfavorable influences surrounding the child in his home relations.

A condensed statement of the results of these visits and investigation was made and is now on file in the office of the Superintendent.

Of the number investigated nineteen were recommended for transfer to the Central Ungraded School. The school opened April 4th, with eight pupils. May 31st the number had increased to twenty-one.

Since the opening of the school to the present date, seventy-one cases have been examined by the Supervisor. Of this number thirty-eight have been admitted. Of these fifteen have left the ungraded school for the following reasons:

Committed to the City Home.....	4
Entered a Parochial School.....	1
Transferred back to the Graded Schools.....	3
At Work.....	4
Left the City.....	2
Sick.....	1
<hr/>	
Total.....	15

The following action was had on the remaining thirty three cases recommended for the Ungraded School:

Retained in the Graded Schools.....	19
Did not enter the Central School.....	5
Moved into the country.....	4
Entered a Parochial School.....	5
Total.....	33

The attendance and punctuality have been good. The truant department has given us all needed assistance.

I wish to say here that the teacher, Miss M. Ida Dean, has conducted the class with commendable zeal and marked success. She has made a personal study of each pupil and keeps a special record of each boy.

It is my judgment that a school of this character and purpose should be maintained as a part of our public school system. It becomes a halting place between the school and the prison.

The course of instruction is along the following lines:

First. Hand work in handling a great variety of objects in games and many constructive forms, writing, drawing, blackboard work, studying constructive maps, sand work, etc., etc.

Second. Manual Training. A series of problems in sloyd work prepared by Mr. Pickwick, Director of Manual Training for the city, was made a part of the course. The boys at once became very much interested in these exercises.

The reading, writing, language, geographical, historical and literature work received attention and good progress has been made.

Nature study enters largely into the work of the school. The teacher has introduced some interesting and instructive features in geographical and historical study, using maps, charts, pictures and stereopticon views as far as possible.

I have found a number of children defective in body and mind. They are usually classed as weak-minded. Neither the graded or ungraded school can give them the treatment they need.

I would call special attention to these unfortunates. In our large and growing city the number of these will increase. Provisions should be made for them in the establishment of a properly equipped and managed institution suitably located to meet the needs, say of Newark, Jersey City and vicinity. I think steps in this direction should be taken at once.

Respectfully submitted,

WILLIAM N. BARRINGER,

Supervisor of Evening and Summer Schools.

REPORT OF SUPERVISOR OF PRIMARY SCHOOLS AND KINDERGARTENS.

Mr. C. B. Gilbert, City Superintendent of Schools :

DEAR SIR :—The education which develops good citizens and loyal members of the community aims at something more than the mere imparting of facts ; it must create ideals, help to strengthen the will, and prepare the child to take his place as a unit in the social whole. Making the child capable and desirous of living to this end is to lead him into a keen appreciation of the highest forms of civilized life, viz : The family, the state, the church, industrial and civil society, and to make him a self-respecting, self-governing and helpful agent of these same institutions. He is thus enabled through social and civic selection “to add to the experience of mankind, to reclaim new things from the mysteries which lie beyond man, and to make more perfect the existing human national institutions.”

In the kindergarten, the child makes his first acquaintance with what might be called institutional life. He first learns through song and play the various civic occupations on which society rests. Later in his training, through history and literature, he is introduced to the life of humanity by becoming acquainted with the great virtues of the heroes of his own and other races, which are held up as ideals worthy of example. As his sphere of interest enlarges, his intellectual horizon broadens and he unconsciously enters an unknown world of human relationship. His needs, his cravings, his activities are the sure guide to his growth. In the kindergarten we should find no formalism, no drilling on dry facts, no set formulas; the threefold nature of the child, physical, intellectual and spiritual, has full scope for healthy, natural unrestricted development and expression.

In the ideal school the community spirit of the kindergarten is still carried out, and we find the school organized for the general good, to which each pupil is a contributing member. Many of our primary classes are working toward this ideal. Such classrooms have the sunshine and atmosphere of a cheerful home; the appearance of busy workshops, in which each pupil is an interested workman for the love of the work, earnestly performing every duty with due regard to the rights of others, looking to the teacher only for direction and advice. In the ideal school the pupils work independently of the teacher; her chief duty is to train the child so as to enable him to gain desired information for himself. The value of all school work depends largely upon the spirit with which it is carried on. "The spirit of the class is the surest criterion of the value of its work."

During the past year the kindergartens have increased in number from twenty-three to thirty-seven, and with but few exceptions have grown in strength. I consider our work unusually strong because of our having kindergartners from so many representative training schools.

The interchange of ideas as the result of training is (mutually) helpful to all. The gréatest freedom is given to the working out of the cycle of the yearly program, so that each kindergarten stands for a certain individuality of its own. The Froebelian material is a means to an end, and only as that end is to be obtained through these means is it valuable. The majority of our kindergartners have aimed to acquaint themselves with the work of the first grade, accepting suggestions and criticisms from the first-year teachers, hoping thereby to so link the kindergarten with the first year that the child will not be conscious of the transition from one to the other. Our kindergartners are all thoroughly interested in their work. There exists a strong feeling of sympathy and loyalty among them which stands for truth, and their zeal in their work is worthy of great commendation. Impetus has been given to the work and the teachers have gained inspiration from the helpful and suggestive lectures given by Miss Mari R. Hofer, of Chicago, on "Children's Music and the Training of Children's Voices."

The kindergarten meetings thus far have all been of a practical nature. Questions relating to the professional growth and unity of the work throughout the city have been considered, and we are now about to enter upon a definite line of study.

In reviewing the work of the primary grades progress and improvement may be noted to a greater or less degree in the teaching of all subjects, but the most noteworthy progress is seen in the results obtained in the teaching of reading. The children read with greater intelligence and better expression, due to the untiring efforts on the part of all teachers, to attain the ideals set forth in the curriculum. In language the growth has been marked, children expressing themselves with greater accuracy and showing greater neatness in form. I should like, in this connection, to urge the necessity of more systematic work in oral language, as talking precedes writing

in the primary grades. In my judgment, three-fourths of the time given to the language work should be oral.

While due attention has been paid to all subjects of the curriculum, great stress has been laid upon the above mentioned subjects, as we believe them to be the basis for thorough, systematic and intelligent results along all lines of school work.

I wish to commend the marked improvement in the occupation or seat work. Since the issue of the circulars on this subject, the teachers have realized to a greater degree the importance of relating the occupation work to the other work of the day. One of the best tests of superiority of a good primary teacher is her power to provide healthful, interesting and profitable occupations for the children at desks. Knowing that "every sense impression tends to respond in a motor activity," I would urge that continued and vigorous effort be put forth in order to attain the highest development in all forms of expression. Many of our primary teachers have become greatly interested in the relationship of the kindergarten to the primary school, and have already worked it out to some extent. With the continued earnestness of purpose which has characterized the work of our teachers so far I feel confident in stating that, in due time, the work of the kindergarten and primary grades will stand as a unit.

I desire, in this connection, to recommend for your consideration a matter about which I have hesitated to speak, because of the expense involved, and that is, the supplying of necessary material, such as colored crayon, paper for free-hand cutting, scissors and clay to be used as means of expression in nature study, history and literature. This material is absolutely necessary in order to obtain the best results in the primary grades. Our teachers have labored under great difficulties in not having proper material to work with. I further recommend that the children be allowed to use the blackboard more freely for different forms of expression, and that the first writing

exercises at the seats be written upon paper or slates either without lines of any kind or with but one line. Pupils will thus follow the natural development of the muscle of arm and hand, making the large form of the letter first, and the small form later. Experience in some of our schools shows that this method of procedure gives the best results. This is equally true in figure making.

Grade meetings have been held regularly at which circulars have been distributed presenting an outline of the subject under discussion. In my judgment, this is the most profitable form, as it gives the teachers something definite to refer to. It is most gratifying to note in this connection how freely our teachers respond to these circulars in asking questions and relating individual experience. The teachers' meetings as held from time to time at the close of the visitation to the various buildings have, in my judgment, been helpful and profitable to both teachers and Supervisor, bringing us into closer relationship, thus enabling us to work together for the common good.

In conclusion, I desire to express my sincere thanks to the principals and teachers for the continued interest, goodwill and enthusiasm which they have shown in their hearty co-operation; also to the Superintendent and the Board of Education for the support of their encouragement and confidence.

Respectfully submitted,

ADA VAN STONE HARRIS.

Supervisor of Primary Schools and Kindergartens

REPORT OF TEACHER OF DRAWING.

Mr. C. B. Gilbert, City Superintendent of Schools:

DEAR SIR:—In the opening paragraph of my report to you last year it was stated that the interest in the subject not only lives, but grows. In the same vein I would open my report to you this year. The new edition of the books in use has given fresh impetus to the work. In the knowledge of beauty the pupil has been greatly assisted by the pictures from master hands which they contain. The desire of beauty grows with the knowledge of its existence, and skill in the production of the beautiful increases as rapidly as the time for practice will permit.

Something has been done along the following lines:

Imaginative and Illustrative Drawing.

Color Study.

Figure or Pose Drawing.

Nature Study and Composition.

Picture Study.

A distinction should be made between imagination and mere fancy; the latter being regarded as implying a semi-passive state of mind and desultory, uncontrolled activity; while imagination, in the sense which teachers use the word, is a positive, self-controlled and self-directed force. It is imagination, and not fancy, which is of value in education. The essential aim and end of imaginative drawing is to develop the pupils visualizing power, and his power of creative conception. Incidentally it is of great practical value in other studies all through school life, and is likely to be of genuine service in after-school life.

The importance of color study has passed beyond question. Colored paper of good standard is the best means of fixing color in the child's mind, and his attention is fixed on color as color; he learns to feel and enjoy its beauty. Water colors, and wax crayons may then be used with profit. Good examples of color in pottery and

textiles should be shown as illustrations of color types and color harmonies.

Children are in sympathy with each other, and are interested in drawing from the living model. Figure drawing for the sake of the figure, or pose, in itself is not done much before the fourth year. The drawing of human figures in the first three years is inevitably more from memory and imagination than from the pose. Children will not study the model in these early years. Figure drawing is needed in public schools from both a psychological and a sociological standpoint. Its advantages as a means of training observation, judgment and taste are obvious. Its advantages as a means of equipping pupils for the illustration of other school lessons is another strong point. Its greatest advantage lies in its direct, important bearing on the greatest Art; making more and more people able to appreciate something of the greatest art, and raising a people's creative powers to their highest practicable average point.

Nature study can and ought to be a great help to Art Study, laying a foundation of simple common-sense familiarity with nature—with the way things grow and live in their own environment. The essential value of an artistic representation from nature consists not in the precise scientific facts of how the objects appeared when regarded from a certain distance, at a certain angle of vision, but rather in the portrayal of the spirit of the thing, the scene as the artist comprehended it; i. e., in a fusion of the spirit of the thing and the spirit of the artist. The attempt to teach children to consider composition in their nature drawing is one beset with practical difficulties. Ideas of space composition cannot be taught by words alone. Examples are essential. It is only through seeing such examples that children can come to have ideas and ideals of beauty in pictorial design.

Picture study becomes a matter for educational consideration as soon as we take a serious view of what the best pictures really are—not simply illustrations, stories told in the form of tableaux, etc., etc., but expressions of human thought and feeling making their appeal to our thoughts and our feelings. It is unfortunate that the introduction of good pictures into the schools should come in under the title of “schoolroom decoration.” It is not a sufficiently dignified title; it does not suggest at all the deepest reasons for having pictures in the schoolroom. It is better to have very few pictures hanging on the walls of any one classroom; a large number distracts the attention.

Only the truly great things should be given a permanent place on the schoolroom wall. Others may be kept in portfolios and brought out when needed, like reference books. In the upper grades pupils should be led to study the composition of pictures. Such study may be made especially helpful if connected with the pupil's own work in drawing; i. e., if pupils are encouraged to look at good pictures to see how great artists have worked out the problems of proportion, grouping, space harmony, beauty of line, etc. A reverent spirit should be encouraged when children are talking about pictures.

Through the effort and management of the Educational Association we had in December, the exhibit of the Helman-Taylor collection of pictures suitable for schools.

We desire here again to thank them for this beautiful contribution to our art study. Many children enjoyed the lesson taught by these great pictures, as well as teachers and citizens. It was a forward step, and we look for results in higher ideals, and good pictures on our schoolroom walls.

Respectfully submitted,

SARA A. FAWCETT,
Teacher of Drawing.

REPORT OF SUPERVISOR OF MUSIC.

Mr. C. B. Gilbert, City Superintendent of Schools :

DEAR SIR:—In accordance with your request I submit the following report:

The music in the schools is rapidly growing. Not only is this true from the professional point of view, but from the pedagogical side as well. The song work of the first and second years is now graded and correlated with the nature work, the seasons of the year and the various occasions noted in the school curriculum. The rote songs are little stories set to music—"song pictures" they are sometimes called, and as such are developed through the language lesson, the song growing out of the story.

It is the result of experience to claim that the best music in the way of songs for children—not jingles—and the introduction into the classroom of many songs sung as solos by adults is conclusive proof that the highest grade of music can be successfully interpreted by children.

Along with the rote work the child's sense of tone-feeling is trained by interval drill, and much careful attention is given to quality of tone. There has been a decided progression in the quality of tone during the past year, largely due to the child's individual perception of the beauty of pure tone, roused by his training.

The songs are carried through all the grades, the pupils reading for themselves as they advance. The children take keen pleasure in reading at sight and discovering for themselves the musical thought or phrase, which is afterwards expressed by them in its artistic value. All the technique of musical score is subordinated and reduced to such processes as make the child a rapid sight-reader, for through this medium alone can the emotive power of music best be obtained and expressed.

We have suffered greatly in the past from lack of text books; but through the courtesy of the Board we have the promise of adequate material in the near future.

By the hearty cooperation and enthusiasm of the teachers, the interest in musical development has been aroused and sustained. The grade meetings have taken the nature of conferences, where helpful suggestions are interchanged.

The city is rapidly approaching that condition where the reading of music is as familiar to the child as the reading of English. In this connection it cannot be too strongly urged that musical reading be put within the child's grasp. A list of well selected song books, placed on the supplementary list with reading books, would tend greatly toward broadening the work and laying a foundation for future enjoyment through the avenues of highest culture, which cannot be too strongly emphasized.

The literary side of music, with its rich stores of biography and high imagination, is gradually opened to the child through his own interpretation of the composers, and the culture influence in this field is inestimable.

Taken as a retrospect, the past year promises much for the coming one, both in general interest and probable results.

Respectfully submitted,

LOUISE WESTWOOD,

Supervisor of Music.

REPORT OF THE DIRECTOR OF MANUAL TRAINING.

Mr. C. B. Gilbert, City Superintendent of Schools:

DEAR SIR:—I am pleased to lay before you the following facts concerning the development of the Manual Training work during the year just closed.

Until February, 1898, instruction in Manual Training was given only to the boys of the eighth year grade. These pupils came to a neighboring manual training center once a week for an hour and a half lesson. In February another teacher of Manual Training was employed and provisions made to extend the work to include the boys of both seventh and eight year grades. With one additional teacher it was found impossible to give the seventh year classes an hour and a half lesson oftener than once in two weeks. It was found very difficult to sustain interest in the work with so long an interval between lessons, consequently in September the seventh year work was put on the same time footing as the eighth. The change has proven a wise one, as shown by a clearer insight into the thought of the problems, a more logical expression and a keener interest. In September Manual Training was introduced into the fifth and sixth year grades. The instruction in these grades is given by special teachers, the work is done in the regular classroom, the desks being protected during the lesson by being covered by a tray, which also holds the simple equipment. The work in these two grades, as in the seventh and eighth year grades, consists of drawing and making. The lessons are carefully graded to fit the development of the pupil. The lesson comes once a week and is one hour long.

Interest in the work has from the beginning been universal and the progress, both in thought, power and manipulation, has been marked.

I regret that the girls as well as the boys in these grades could not take the work. There is nothing in the nature of the work to bar out the girls, and I am sure they would be much benefited by the training afforded in accurate thinking and doing.

The extension of the Manual Training work is suggested by the following table showing the numbers enrolled at different times during the year.

January 1, 1898, eighth year.....	420
June, 1898, eighth year.....	415
June, 1898, seventh year.....	602
December 31, 1898, eighth year.....	423
December 31, 1898, seventh year.....	549
December 31, 1898, sixth year.....	752
December 31, 1898, fifth year.....	1142

I have given a lesson each week at the Central Ungraded School. I am greatly encouraged by the results attained, and attribute much of the success of the work to the excellent discipline always maintained and helpful attitude of those in charge of the class.

The boys have without exception been greatly interested in the lessons, and have worked hard to construct the simple models. No class work is attempted in this school. Each pupil studies and works out the problem he is best able to understand and do. The work, like that of the fifth and sixth year grades, is of a simple order and involves the use of few tools. If possible, a boy who has done all the Manual Training it is profitable to do at his desk should be allowed to continue with the work, taking up the larger construction work such as is done now in the Manual Training centers. The outline of work in paper folding and cutting and cardboard construction, prepared for use in the Summer Schools was successfully followed and proved of interest and value.

At the Normal and Training School I have given each of the Normal classes a lesson in Manual Training each day for a period of ten weeks. The work done has been of a nature specially adapted to the grades below the fifth and consists of a graded series of problems in paper folding and cutting, drawing and cutting to line, paper and cardboard constructions illustrating number, nature and language work. We have then at the present time a working course in Manual Training fitted to the needs of the several grades from the kindergarten on. The work planned for any grade is merely suggestive of what may be done and the definite problems worked out must vary with the conditions to be met. I am confident that we are working along right lines and have made a start in the right direction.

I have kept in mind at every stage the relation of the Manual Training to other phases of school life, and shall endeavor during the coming year to do much more along this line.

No lessons in Manual Training have as yet been given in the High School, but plans have been made for doing so as soon as the new High School building is ready for occupancy.

To accommodate the classes in High School Manual Training, a basement room 70x24 in the new building has been fitted up with the necessary equipment for the first years' work.

The outlook for the work in the High School is very promising, and I am sure we have the beginnings of a strong and very helpful department of High School life.

The problem of introducing and extending the Manual Training work has been a pleasant task by reason of the active cooperation of principals and teachers.

I am confident that the training in logical thought and accurate expression giving by the Manual Training will bring out individual power, develop strength of character,

and furnish a helpful stimulus to the other school activities.

I desire to thank you for your sympathy and valuable counsel and the Board of Education for kindly interest and liberal financial support. Begging your continued consideration for the department, I am

Very respectfully,

ELI PICKWICK, JR.,
Director of Manual Training.

REPORT OF SUPERVISOR OF SEWING.

Mr. C. B. Gilbert, City Superintendent of Schools:

DEAR SIR:—In accordance with your request, I submit the first annual report of the Sewing Department.

Sewing was introduced last February to twelve hundred girls of the seventh and eighth year grades, and received from them the warm welcome that children usually give to new interests. It remained to be seen whether this enthusiasm could be sustained. At the end of our first year I am able to say that the interest has steadily increased. Of course there are exceptional classes and exceptional children.

My plan has been to visit each class once in three weeks, giving them a model lesson and instructing the teacher in regard to the work to be accomplished during the two following weeks. As soon as the girls could work well with a few simple stitches they cut and made garments, applying the principles learned. These garments were partially made at home, and also used as supplementary work in school by those in advance of their classes. This work in garment-making did not interfere with the systematic work in the class, the pupil advancing from the simple to the difficult principles according to a carefully formulated plan.

The voluntary home work has shown the eagerness of the girls to succeed. One class requested an extra lesson to prepare at home during the holiday vacation. Another asked their teacher to omit their recreation period on sewing days, that they might lose no time.

I am encouraged daily by hearing from the teachers how much the children enjoy the work. For this interest we are indebted to the faithful class teachers, who, by their encouragement and intelligent help, have made the sewing period a delight to the children.

As I visit the schools many inquiries are made as to the probability of the introduction of sewing in the fifth and sixth year grades. These children feel that they should have a share in the Manual Training. I hope that provision may soon be made for them.

We have endeavored to make this branch of Manual Training a mental discipline; also a means of developing patience, economy, love of order and other womanly traits that lend beauty and dignity to the home life.

Very respectfully,

CARRIE V. STEPHENS,

Supervisor of Sewing.

TABLES OF STATISTICS
ACCOMPANYING
SUPERINTENDENT'S REPORT.

ENUMERATION, 1898.

WARD.	AGE												TOTAL
	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18
1st	Males . . . 105	104	83	91	74	102	76	106	65	96	62	69	50
	Females . . . 96	111	91	105	81	96	88	97	91	87	79	73	60
	Total . . . 201	215	174	196	155	198	164	203	156	183	141	142	110
2d	Males . . . 115	119	112	90	103	94	86	88	67	85	80	80	97
	Females . . . 124	103	85	101	102	117	86	101	87	99	81	103	120
	Total . . . 239	222	197	191	205	211	172	189	154	184	161	183	217
3d	Males . . . 462	276	299	268	257	227	196	236	191	197	190	194	255
	Females . . . 457	274	288	297	218	260	191	219	189	222	180	159	243
	Total . . . 919	550	587	565	475	487	387	455	380	419	370	353	498
4th	Males . . . 96	98	86	80	92	87	65	86	58	86	103	59	82
	Females . . . 83	102	84	73	100	87	72	74	66	89	81	57	86
	Total . . . 179	200	170	153	192	174	137	160	124	175	184	116	168
5th	Males . . . 219	184	186	183	149	139	128	154	112	125	116	107	136
	Females . . . 211	172	188	174	158	157	130	134	129	128	126	133	95
	Total . . . 430	356	374	357	307	296	258	288	241	253	242	240	231
6th	Males . . . 383	267	248	191	188	199	166	206	159	164	177	178	237
	Females . . . 306	213	227	178	191	169	165	179	181	155	160	162	217
	Total . . . 689	480	475	369	379	368	331	385	340	319	337	340	454

1,083
1,155
2,238
1,216
1,309
2,525
3,248
3,197
6,445
1,078
1,054
2,132
1,938
1,935
3,873
2,763
2,503
5,266

ENUMERATION, 1898—CONTINUED.

AGE.

WARD.	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	Total.
7th	Males . .	243	171	206	196	177	189	154	196	172	193	135	264	2,455
	Females	253	171	202	183	170	163	148	174	157	180	136	221	2,288
	Total . .	496	342	408	379	347	352	302	370	329	373	271	485	4,743
8th	Males . .	119	105	103	88	79	115	92	102	93	81	91	80	1,258
	Females	99	100	102	124	90	99	108	97	103	90	92	67	1,264
	Total . .	218	205	205	212	169	214	200	199	196	171	183	147	2,522
9th	Males . .	87	94	68	83	72	82	70	81	67	78	59	68	987
	Females	76	100	99	85	77	74	84	85	94	83	80	84	1,096
	Total . .	163	194	167	168	149	156	154	166	161	161	139	152	2,083
10th	Males . .	251	262	215	231	205	226	183	167	171	149	149	192	2,557
	Females	256	266	229	209	183	228	169	200	149	156	176	184	2,587
	Total . .	507	528	444	440	388	454	352	367	320	305	325	376	5,144
11th	Males . .	183	166	206	197	154	144	122	149	134	106	114	77	1,861
	Females	170	154	187	147	176	180	138	162	151	120	133	111	1,941
	Total . .	353	320	393	344	330	324	260	311	285	226	247	188	3,802
12th	Males . .	244	237	261	224	214	211	162	182	167	170	140	166	2,515
	Females	246	246	226	220	181	199	165	188	157	150	108	153	2,396
	Total . .	490	483	487	444	395	410	327	370	324	320	248	319	4,911

AGE.

WARD.	AGE.										TOTAL			
	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15		15 to 16	16 to 17	17 to 18
13th	Males . .	266	250	263	232	222	212	201	211	186	163	149	182	2,780
	Females	246	242	255	231	249	227	208	180	180	153	127	150	2,670
	Total . .	512	492	518	463	471	439	409	391	366	316	276	332	5,450
14th	Males . .	264	308	267	300	229	208	238	176	194	167	187	204	2,989
	Females	275	278	298	252	242	233	203	184	201	138	164	204	2,914
	Total . .	539	586	565	552	471	441	441	360	395	305	351	408	5,903
15th	Males . .	185	179	153	161	150	137	141	123	115	104	86	124	1,799
	Females	175	150	200	121	132	108	109	105	103	98	102	82	1,617
	Total . .	360	329	353	282	282	245	250	228	218	202	188	206	3,416
Summary—														
{	Males . .	3,222	2,820	2,756	2,615	2,365	2,057	2,333	1,911	2,052	1,939	1,797	2,214	30,527
	Females	3,073	2,682	2,761	2,500	2,350	2,112	2,230	1,961	2,075	1,875	1,805	2,077	29,926
	Total . .	6,295	5,502	5,517	5,115	4,715	4,169	4,563	3,872	4,127	3,814	3,602	4,291	60,453

SCHOOL ENUMERATION.

	Males.	Females.	Total.
1898.....	30,527	29,926	60,453
1897.....	29,593	29,307	58,900
Increase.....	934	619	1,553

	Males.	Females.	Total.
1st Ward.....	1,083	1,155	2,238
2d ".....	1,216	1,309	2,525
3d ".....	3,248	3,197	6,445
4th ".....	1,078	1,054	2,132
5th ".....	1,938	1,935	3,873
6th ".....	2,763	2,503	5,266
7th ".....	2,455	2,288	4,743
8th ".....	1,258	1,264	2,522
9th ".....	987	1,096	2,083
10th ".....	2,557	2,587	5,144
11th ".....	1,861	1,941	3,802
12th ".....	2,515	2,396	4,911
13th ".....	2,780	2,670	5,450
14th ".....	2,989	2,914	5,903
15th ".....	1,799	1,617	3,416
Totals.....	30,527	29,926	60,453

The following table shows the increase or decrease in the different wards, as compared with the year 1897:

	1898.	1897.	Increase. Decrease	
1st Ward.....	2,238	2,310	....	72
2d "	2,525	3,566	....	1,041
3d "	6,445	5,757	688	....
4th "	2,132	2,557	....	425
5th "	3,873	3,902	....	29
6th "	5,266	4,486	780	....
7th "	4,743	4,026	717	....
8th "	2,522	2,501	21	....
9th "	2,083	2,091	....	8
10th "	5,144	5,126	18	....
11th "	3,802	3,837	....	35
12th "	4,911	4,431	480	....
13th "	5,450	4,987	463	....
14th "	5,903	5,568	335	....
15th "	3,416	3,757	....	341
Totals.....	60,453	58,900	3,502	1,951
Net increase..	.....	.....	1,553	.....

NUMBER ATTENDING PRIVATE SCHOOLS.

The number of children reported as attending private schools :

	Males.	Females.	Total.
1897.....	4,230	4,324	8,554
1898.....	4,035	3,930	7,965
Decrease.....	195	394	589

The following table shows the number of children, by wards, reported as attending private schools :

	Males.	Females.	Total.
1st Ward.....	110	136	246
2d "	200	181	381
3d "	362	316	678
4th "	39	31	70
5th "	515	515	1,030
6th "	524	483	1,007
7th "	70	50	120
8th "	96	124	220
9th "	96	104	200
10th "	106	102	208
11th "	363	375	738
12th "	661	662	1,323
13th "	201	191	392
14th "	403	396	799
15th "	289	264	553
Totals.....	4,035	3,930	7,965

Number of children reported as attending no school during the year:

Males.....	6,951
Females.....	6,692
Total.....	13,643

This shows a decrease of 2,164 from the number reported for 1897.

The following statement shows the number of children at each age reported as attending no school during the year.

Between 5 and 6 years of age.....	3,730
“ 6 “ 7 “ “	1,570
“ 7 “ 8 “ “	555
“ 8 “ 9 “ “	171
“ 9 “ 10 “ “	100
“ 10 “ 11 “ “	106
“ 11 “ 12 “ “	94
“ 12 “ 13 “ “	154
“ 13 “ 14 “ “	318
“ 14 “ 15 “ “	891
“ 15 “ 16 “ “	1,458
“ 16 “ 17 “ “	1,862
“ 17 “ 18 “ “	2,634
Total.....	13,643

The percentage, 13,643, the number of children attending no school, bears to 60,453, the whole school population, is 22.4 per cent. Divided as follows:

Between 5 and 6 years of age.....	.062
“ 6 “ 7 “ “ .....	.026
“ 7 “ 8 “ “ .....	.009
“ 8 “ 9 “ “ .....	.003
“ 9 “ 10 “ “ .....	.002
“ 10 “ 11 “ “ .....	.002
“ 11 “ 12 “ “ .....	.001
“ 12 “ 13 “ “ .....	.002
“ 13 “ 14 “ “ .....	.005
“ 14 “ 15 “ “ .....	.014
“ 15 “ 16 “ “ .....	.024
“ 16 “ 17 “ “ .....	.031
“ 17 “ 18 “ “ .....	.043

Number of children over ten (10) years of age unable to read:

Males	90
Females	81
Total	<u>171</u>

Compared with 204, the number reported for 1897, a decrease of 33 is shown.

Number of children under fifteen (15) years of age employed in factories, mines or stores:

Males	506
Females	404
Total	<u>910</u>

An increase of 61 is shown over 849, the number reported for 1897.

Number of children unvaccinated:

Males	1,510
Females	1,634
Total	<u>3,144</u>

Indicating an increase of 411 over the number, 2,733, reported for 1897.

Number of colored children:

Males	606
Females	638
Total	<u>1,244</u>

Compared with 1,463, the number reported for 1897, a decrease of 219 is noted.

Number of children who are deaf mutes:

Males	13
Females	12
Total	<hr/> 25

These figures show an increase of 5 over the number reported for 1897, which was 20.

WARD.		Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employ'd in factories, mines or stores.	Number of children unvaccinated.	Number of colored children.	Number of children who are deaf mutes.
1st....	Males...	226	1	20	30	45	....
	Females.	244	1	10	44	54	1
	Total....	470	2	30	74	99	1
2nd....	Males...	304	15	9	66	148	1
	Females.	292	12	8	72	139	....
	Total....	596	27	17	138	287	1
3rd....	Males...	1086	9	90	241	52	2
	Females.	1083	11	70	220	49	3
	Total....	2169	20	160	461	101	5
4th....	Males...	267	....	24	31	59	....
	Females.	243	....	23	33	59	....
	Total....	510	....	47	64	118	....
5th....	Males...	627	....	67	121	12	....
	Females.	582	1	41	110	5	....
	Total....	1209	1	108	231	17	....
6th....	Males...	994	....	26	198	16	....
	Females.	859	....	24	190	29	1
	Total....	1853	....	50	388	45	1
7th....	Males...	305	1	15	101	79	....
	Females.	246	1	15	106	95	....
	Total....	551	2	30	207	174	....
8th....	Males...	226	1	9	39	21	....
	Females.	188	....	2	39	15	....
	Total....	414	1	11	78	36	....
9th....	Males...	193	....	1	22	24	....
	Females.	206	....	2	21	47	....
	Total....	399	....	3	43	71	....
10th...	Males...	775	....	28	85	78	3
	Females.	756	....	21	93	77	2
	Total....	1531	....	49	178	155	5
11th...	Males...	332	....	13	42	15	2
	Females.	380	....	6	47	19	....
	Total....	712	....	19	89	34	2

WARD.		Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employ'd in factories, mines or stores.	Number of children unvaccinated.	Number of colored children.	Number of children who are deaf mutes.
12th. . .	Males. . .	607	.....	18	34	1	.....
	Females.	523	.....	11	38	2	1
	Total. . .	1130	.....	29	72	3	1
13th. . .	Males. . .	313	4	39	181	11	.....
	Females.	301	4	38	171	5	2
	Total. . .	614	8	77	358	16	2
14th. . .	Males. . .	376	18	98	228	11	1
	Females.	417	10	101	330	5	1
	Total. . .	793	28	199	558	16	2
15th. . .	Males. . .	320	41	49	91	34	4
	Females.	372	41	32	114	38	1
	Total. . .	692	82	81	205	72	5
Summary—							
	Males. . .	6,951	90	506	1,510	606	13
	Females.	6,692	81	404	1,634	638	12
	Total. . .	13,643	171	910	3,144	1,244	25

We are indebted to the State Department for the census information so fully and accurately furnished, for which our thanks are tendered.

SUMMARY OF SCHOOL CENSUS.

Year.	Enumeration.	Number attending private schools.	Number attending no school during year.	Number over 10 years of age unable to read.
1894..	58,103	10,456	15,623	99
1895..	54,634	9,915	13,467	132
1896..	55,941	8,387	13,638	105
1897 .	58,900	8,554	15,807	204
1898..	60,453	7,965	13,643	171

Year.	Number under 15 years of age employed in factories, mines or stores.	Number of children unvaccinated.	Number who are deaf mutes.	Number of colored children.
1894..	955	2,729	28	1,180
1895..	918	1,780	26	1,109
1896..	916	2,079	33	1,203
1897..	849	2,733	20	1,463
1898..	910	3,144	25	1,244

SCHOOL BUILDINGS.

The number of school buildings in use at the present time is 57. Of this number 45 are owned and 12 rented by the city. The number not in use is 1, the old North Seventh Street building. The number of class rooms and the seating capacity of all the buildings are shown in the following table :

CLASS ROOMS AND SEATING CAPACITY.

105

Buildings.

	Class Rooms			Seating Capacity		
	Perma- nent.	In Courts, &c.	In Rented Buildings.	Grammar and Primary.	Kind- garten.	Proper No. of Seats.
Normal and Training—						
Normal Department.....	1	..	..	....	....	45
Training Department.....	7	..	..	283	80	320
High.....	18	..	..	....	....	821
High Annex, Girls.....	..	..	8	....	....	....
“ Boys.....	..	..	6	....	....	....
Burnet Street.....	16	..	..	654	80	734
State Street.....	10	..	..	452	96	548
James Street.....	..	..	5	186	40	226
Webster Street.....	10	..	..	434	80	514
Washington Street.....	14	..	..	631	96	727
Marshall Street, Normal Dep't...	2	..	..	....	....	89
Marshall Street, Primary Dep't..	4	..	..	188	....	160
Morton Street.....	37	..	..	1,632	144	1,776
William Street.....	..	..	4	150	80	230
Monmouth Street.	25	..	..	1,208	90	1,298
Lawrence Street.....	12	..	..	593	....	480
Commerce Street.....	6	..	..	216	60	276
Colored	4	..	..	186	....	186

CLASS ROOMS AND SEATING CAPACITY.

Buildings.	Class Rooms			Seating Capacity		
	Perma- nent.	In Courts, &c.	In Rented Buildings	(Grammar and Primary. garden. Total.	Kinder- garden. Total.	Proper No. of Seats.
Chestnut Street.....	16	..	..	16	90	780
Chestnut Street Annex.....	..	..	2	2	....	80
Lafayette Street.....	15	2	..	17	....	819
Clover Street.....	..	..	2	2	....	84
South Eighth Street.....	12	4	..	16	80	814
Thirteenth Avenue.....	16	2	..	18	96	1,029
Bruce Street.....	8	..	..	8	96	430
Central Avenue.....	14	1	..	15	....	820
Lock Street.....	4	..	..	4	96	274
Warren Street.....	8	..	..	8	....	384
Wickliffe Street.....	6	..	..	6	94	322
Summer Avenue.....	16	2	..	18	80	896
Elliot Street.....	14	..	..	14	96	710
Ridge Street.....	4	..	..	4	....	192
Miller Street.....	14	1	..	15	96	828
Elizabeth Avenue.....	6	..	..	6	....	354
Charlton Street.....	8	2	..	10	96	626
Oliver Street.....	14	1	..	15	60	757
South Street.....	12	1	..	13	94	690
Walnut Street.....	8	..	..	8	96	382
Ann Street.....	16	..	..	16	96	626

North Seventh Street, (new).....	20	..	..	20	893	92	985	840
North Seventh Street, (old).....	6	..	..	6	302	....	302	240
Roseville Avenue.....	6	1	..	7	310	80	390	240
South Market Street.....	12	..	..	12	563	80	643	520
South Market Street Annex.....	..	..	1	1	50	....	50	....
Hamburg Place.....	14	..	..	14	678	96	774	600
Hamburg Place Annex.....	4	..	..	4	218	....	218	160
Hawkins Street.....	8	1	..	9	460	96	556	320
South Tenth Street.....	20	2	..	22	1,062	80	1,142	800
South Tenth Street Annex.....	..	..	3	3	138	....	138	....
Camden Street.....	12	3	..	15	720	....	720	480
Camden Street Annex.....	..	..	2	2	42	90	132	....
Waverly Avenue.....	8	2	..	10	488	80	568	320
Fifteenth Avenue.....	22	2	..	24	1,113	90	1,203	920
Hawthorne Avenue.....	2	..	..	2	95	....	95	80
Newton Street.....	19	1	..	20	1,010	....	1,010	760
Newton Street Annex.....	..	..	1	1	....	100	100	....
Eighteenth Avenue.....	17	2	..	19	973	96	1,069	720
Livingston Street.....	..	..	8	8	436	....	436	....
"Franklin"	16	2	..	18	924	96	1,020	680
Central Ungraded .....	..	..	1	1	20	....	20	....
Total.....	563	32	43	638	28,180	3,188	*32,925	*23,791

*Includes the seating capacity of the Normal and High Schools.

CLASSIFICATION OF SCHOOL BUILDINGS BY CLASS ROOMS.

Number containing from 1	to 4	rooms....	7
"	"	" 4 " 6 "	6
"	"	" 6 " 8 "	7
"	"	" 8 " 10 "	7
"	"	" 10 " 12 "	4
"	"	" 12 " 14 "	3
"	"	" 14 " 16 "	7
"	"	" 16 " 18 "	5
"	"	" 18 " 20 "	5
"	"	" 20 " 25 "	4
"	"	" 25 " 30 "	1
"	"	over 30 "	1
Total.....			54

SCHOOL ACCOMMODATIONS FOR THE LAST FIVE YEARS.

Year.	(No. of Buildings— Owned.	Rented.	No. of Class Rooms.	Seating Capacity.	Proper Seating Capacity.	Increase in Proper Seat Capacity.
1894..	40	10	495	26,677	....	....
1895..	44	7	523	28,078	....	....
1896..	44	9	551	29,067	....	....
1897..	44	11	588	31,213	22,267	....
1898..	45	12	638	32,925	23,791	1,524

TEACHERS.

	Day Schools.	Evening Schools.	Summer Schools.	Total.
1898.....	670	101	90	861
1897.....	608	92	73	773
Increase.....	62	9	17	88

The number of day school teachers in the employ of the Board, their classification and distribution, and the increase for the year ending July 1, 1898, are shown in the following table :

	Males.	Females.	Total.
Normal and Training School—Normal Department.....	2	4	6
High School.....	15	22	37
Grammar and Primary Schools....	28	540	568
Kindergartens .....	..	51	51
Supervisors and Special Teachers.	3	5	8
Total.....	48	622	670
June, 1897	44	564	608
Increase.....	4	58	62

In the following table the teachers are grouped according to their rank:

Principals:

Normal School, Male.....	1	
High School, "	1	
Grammar School, "	21	
Primary School, "	7	
Primary School, Female.....	8	
	—	38
Normal School Teachers.....		5

High School :

Vice Principal, Female.....	1	
First Assistants, Male.....	14	
First Assistants, Female.....	7	
Second Assistants, "	8	
Third Assistants, "	6	
	—	36

Vice Principals:		
Grammar School.....	20	
Primary School.....	35	
	—	55
Head Assistants:		
Grammar School.....	1	
Primary School.....	10	
	—	11
First Assistants:		
Seventh Grade.....	27	
Eighth Grade.....	8	
	—	35
Assistants:		
Primary and Grammar Schools.....		431
Kindergartners:		
Directors	25	
Assistants.....	26	
	—	51
Supervisors and Special Teachers:		
Male.....	3	
Female.....	5	
	—	8
Total, June, 1898....		670

TERM OF SERVICE OF TEACHERS.

In the following table the teachers of the city are grouped according to their total experience in teaching:

Number who have been teaching 1 year or less.....	37
Number between 1 and 5 years.....	161
Number between 5 and 10 years.....	163
Number between 10 and 15 years.....	99
Number between 15 and 20 years.....	80
Number between 20 and 25 years.....	48

Number between 25 and 30 years.....	42
Number between 30 and 40 years.....	33
Number over 40 years.....	7
Longest time by any one teacher.....	51 years
Average time of experience of teachers, 11 years, 6 months.	

Of the 670 regular teachers reported, 5.6 per cent. have been teaching one year or less; 24 per cent., more than one and less than five years; 24.3 per cent., between five and ten years; 14.8 per cent., between ten and fifteen years; 11.9 per cent., between fifteen and twenty years; 7.2 per cent., between twenty and twenty-five years, and 12.2 per cent. over twenty-five years.

In the following table the teachers of the city are grouped according to the length of time they have taught in the schools where now employed :

Number who have taught in the present school 1 year or less.....	126
Number between 1 and 5 years.....	209
Number between 5 and 10 years.....	135
Number between 10 and 15 years.....	90
Number between 15 and 20 years.....	51
Number between 20 and 25 years.....	24
Number between 25 and 30 years.....	28
Number between 30 and 40 years.....	7
Longest time any one teacher has taught in school where now employed	36 years
Average time.....	7 years, 6 months

Of the 670 regular teachers reported, 18.8 per cent. have been teaching one year or less in their present school; 31.2 per cent., between one and five years; 20.2 per cent., between five and ten years; 13.4 per cent., between ten

and fifteen years; 4.6 per cent., between fifteen and twenty years; 3.6 per cent., between twenty and twenty-five years, and 5.2 per cent., over twenty-five years.

TEACHERS' CERTIFICATES AND GRADUATION.

Number holding 1st grade state certificates.....	35
“ “ 2d “ “	26
“ “ 3d “ “	7
Number holding 1st grade county certificates.....	3
“ “ 2d “ “	3
“ “ 3d “ “	4
“ “ city “	518
“ “ kindergarten “	51
“ “ special “	16
Number of Newark City Normal School graduates..	493
“ “ N. J. State “ “ “ ..	39
“ “ graduates from other Normal Schools....	18
“ “ college graduates.....	54

Number of day school teachers in the employ of the Board for the last five years :

	Males.	Females.	Total.
1894.....	35	469	504
1895.....	38	485	523
1896.....	42	512	554
1897.....	44	564	608
1898.....	48	622	670

ENROLLMENT.

	Males.	Females.	Total.
Day Schools.....	17,257	17,672	34,929
Evening Schools.....	3,050	1,262	4,312
Summer Schools.....	1,973	1,878	3,851
Total.....	22,280	20,812	43,092

Increase in Day Schools.....	2,337 *
“ “ Evening Schools.....	195
“ “ Summer Schools.....	446
<hr/>	
Total Increase.....	2,978

The following table shows the enrollment, attendance, etc., in the different schools from September, 1897, to June 30, 1898:

Schools.	Enrollment.	Average Enrollment.	Average Attendance.	Per cent. of Attendance.
Normal and Training Sch.—Normal Dept...	101	95	91	95.7
High School.....	1,394	1,178	1,091	92.6
Gram. and Prim. Schools.	30,010	24,129	21,475	89.
Kindergartens.....	2,720	1,704	1,388	81.4
*Industrial Schools.....	518	273	229	83.8
Colored Schools.....	165	127	102	80.3
Central Ungraded School	21	17	14	82.3
<hr/>		<hr/>	<hr/>	<hr/>
Total.....	34,929	27,523	24,390	88.6

The following table shows the increase or decrease for the year 1898, as compared with the year 1897:

Schools.	Enrollment.		Av. Enrollment.		Av. Attendance.	
	Increase.	Decrease.	Increase.	Decrease.	Increase.	Decrease.
Normal and Training Sch.—Normal Dept.	30	....	28	....	28	....
High School.....	178	....	86	....	75	....
Gram. & Prim. Schs..	522	....	939	....	747	....
Kindergartens.....	1,503	....	782	....	614	....
Industrial Schools....	98	....	39	....	31	....
Colored School.....	15	....	11	....	14	....
Cent. Ungraded Sch..	21	....	17	....	14	....
<hr/>		<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total.....	2,352	15	1,891	11	1,509	14
Net increase.....	2,337	....	1,880	....	1,495	....

*Kindergarten in James street not included.

Number of days in school year, 1896-1897....	200
Number of days the schools were actually in session.....	193
Total number of days present, all pupils.....	4,841,022
Total number of days absent, all pupils.....	508,771
Average number of days present, all pupils...	138
Average number of days absent, all pupils....	14
Total number of cases of tardiness.....	8,275
Average number of cases of tardiness per day for each teacher.....	.065

AGES OF PUPILS ENROLLED.

	Males.	Females.	Total.
Number bet. 5 and 6 years of age.	1,151	1,143	2,294
“ “ 6 “ 7 “ “	2,107	2,114	4,221
“ “ 7 “ 8 “ “	2,112	2,098	4,210
“ “ 8 “ 9 “ “	1,963	1,993	3,956
“ “ 9 “ 10 “ “	1,874	1,896	3,770
“ “ 10 “ 11 “ “	1,938	1,977	3,915
“ “ 11 “ 12 “ “	1,648	1,721	3,369
“ “ 12 “ 13 “ “	1,607	1,679	3,286
“ “ 13 “ 14 “ “	1,314	1,254	2,568
“ “ 14 “ 15 “ “	850	795	1,645
“ “ 15 “ 16 “ “	405	489	894
“ “ 16 “ 17 “ “	189	247	436
“ “ 17 “ 18 “ “	69	123	192
“ “ 18 “ 19 “ “	30	70	100
“ “ 19 “ 20 “ “	....	19	19
“ over 20 “ “	....	54	54
Total.....	17,257	17,672	34,929

PERCENTAGE OF ENROLLMENT.

	Number Enrolled.	Percentage of Total Enrollment.
Number who have been enrolled 10 months or more, during the year.	19,347	.554
Number who have been enrolled 8 months, but less than 10.....	4,110	.118
Number who have been enrolled 6 months, but less than 8.....	2,903	.083
Number who have been enrolled 4 months, but less than 6.....	3,286	.094
Number who have been enrolled less than 4 months.. .. .	5,283	.151

PUPILS PER CLASS, NOT INCLUDING THE
KINDERGARTENS.

School.	No. of Classes.	Average Enrollment.	Average Attendance.	Pupils Per Class.
Normal and Training—				
Training Department.....	5	236	209	47
Burnet Street.....	16	692	640	43
State Street.....	10	433	373	43
James Street.....	4	175	143	44
Webster Street.....	9	388	333	43
Washington Street.....	14	603	552	43
Marshall Street	5	191	167	38
Morton Street.....	21	1,018	894	48
Broome Street..... ⁽¹⁾	5	219	190	44
Court Street..... ⁽²⁾	4	163	137	41
William Street.....	3	156	137	52
Monmouth Street.....	25	1,126	1,020	45
Lawrence Street.....	12	477	421	40
Commerce Street.....	5	183	162	37
Colored.	4	127	102	32
Chestnut Street	15	645	587	43
Chestnut Street Annex.....	2	83	70	42
Lafayette Street.....	17	723	637	42
Clover Street.....	2	98	86	49

PUPILS PER CLASS—CONTINUED.

School.	No. of Classes.	Average Enrollment.	Average Attendance.	Pupils Per Class
South Eighth Street..... ⁽³⁾	18	795	713	44
Thirteenth Avenue..... ⁽⁴⁾	20	940	809	47
Central Avenue	15	658	579	44
Lock Street.....	3	133	117	44
Warren Street.....	8	383	337	48
Wickliffe Street.....	5	233	198	47
Summer Avenue.....	16	705	642	44
Elliot Street.....	12	530	457	44
Ridge Street.....	4	142	122	36
Miller Street.....	15	705	621	47
Elizabeth Avenue.....	6	287	241	48
Charlton Street.....	10	503	440	50
Oliver Street.....	14	594	553	42
South Street.....	12	489	429	41
Walnut Street.....	8	343	303	43
Ann Street.....	15	666	597	44
North Seventh Street.....	16	703	622	44
Roseville Avenue.....	6	269	239	45
South Market Street.....	11	542	475	49
South Market Street Annex..	1	47	37	47
Hamburg Place.....	18	845	762	47
Hawkins Street.....	8	363	316	45
South Tenth Street.....	21	999	920	48
South Tenth Street Annex..	3	132	117	44
Camden Street.....	16	767	695	48
Waverly Avenue.....	9	423	373	47
Fifteenth Avenue..... ⁽⁵⁾	11	517	463	47
Hawthorne Avenue.....	2	106	88	53
Newton Street..... ⁽⁶⁾	21	961	876	46
Eighteenth Avenue.....	18	855	772	48
Livingston Street.....	8	373	318	47
"Franklin".....	16	785	715	49
Total.....	*544	24,529	21,806	45

- (1) Four classes on half-day session.
 (2) " " " "
 (3) " " " "
 (4) Six " " "
 (5) Four " " "
 (6) Two " " "

*This number includes 24 classes on half-day session.

KINDERGARTENS.

School.	Enrollment.	Average Enrollment.	Average Attendance.
Normal and Training..	73	54	46
James Street.	64	43	34
Webster Street.	132	79	61
William Street.	128	69	58
Monmouth Street.	116	83	66
Commerce Street.	95	59	46
Chestnut Street.	101	57	42
Thirteenth Avenue.	111	72	60
Lock Street.	103	71	57
Wickliffe Street	97	60	48
Summer Avenue.	125	82	67
Oliver Street.	59	46	36
South Street	117	72	57
Ann Street.	121	73	59
North Seventh Street.	127	81	58
Roseville Avenue.	91	56	47
South Market Street.	111	73	64
South Tenth Street.	143	81	71
Camden Street	126	89	74
Waverly Avenue.	104	60	52
Fifteenth Avenue.	131	69	59
Newton Street	151	102	81
Eighteenth Avenue.	153	97	81
"Franklin "	141	76	64
Total.	2,720	1,704	1,388

AVERAGE ENROLLMENT BY GRADES.

	Normal School.	High School.	8th.	7th.	6th.	5th.	4th.	3d.	2d.	1st.	Kinder- garten.	Un- graded.
September	97	1,250	963	1,280	1,733	2,550	3,340	4,293	4,535	6,074	1,680	..
October	98	1,221	965	1,280	1,747	2,552	3,339	4,229	4,657	6,382	1,705	..
November	96	1,198	947	1,244	1,754	2,525	3,281	4,210	4,579	6,374	1,703	..
December	92	1,174	926	1,210	1,663	2,473	3,205	4,231	4,433	6,293	1,634	..
January	95	1,150	914	1,196	1,721	2,460	3,309	4,123	4,578	6,295	1,689	..
February	94	1,234	967	1,317	1,778	2,473	3,383	4,475	4,408	5,705	1,566	..
March	94	1,216	950	1,288	1,733	2,424	3,362	4,392	4,375	5,883	1,512	..
April	95	1,155	934	1,237	1,699	2,372	3,397	4,341	4,375	6,169	1,694	75
May	95	1,096	912	1,201	1,657	2,293	3,225	4,261	4,358	6,065	1,748	74
June	95	1,086	893	1,149	1,588	2,238	3,219	4,068	4,283	5,844	1,731	69
Average	95	1,178	937	1,240	1,707	2,436	3,306	4,263	4,458	6,108	1,666	73

AVERAGE ENROLLMENT BY GRADES FOR THE LAST FIVE YEARS.

YEAR.	Normal School.	High School.	8th.	7th.	6th.	5th.	4th.	3d.	2d.	1st.	Kinder- garten.	Un- graded.
1894	72	899	830	1,169	1,674	2,269	2,640	3,413	3,827	5,656	..	..
1895	76	987	915	1,246	1,760	2,243	2,758	3,461	3,977	5,889	..	..
1896	64	974	937	1,303	1,718	2,361	2,834	3,792	3,971	6,039	..	..
1897	67	1,092	900	1,304	1,678	2,325	3,082	4,015	4,363	6,644	..	..
1898	95	1,178	937	1,240	1,707	2,436	3,306	4,203	4,458	6,108	1,666	73

SCHOOL ATTENDANCE FOR THE LAST FIVE YEARS.

Year.	Enrollment.	Average Enrollment.	Average Attendance.	Per cent. of Attendance.
1894.....	29,045	22,657	20,132	88.8
1895.....	29,767	23,363	20,727	88.7
1896.....	30,575	24,147	21,329	88.3
1897.....	32,592	25,643	22,895	89.2
1898	34,929	27,523	24,390	88.6

GRADUATION FROM THE GRAMMAR SCHOOLS.

SCHOOLS.	February, 1898.		June, 1898.		Total.
	Girls.	Boys.	Girls.	Boys.	
Burnet Street.....	6	4	21	10	41
Washington Street..	1	2	22	11	36
Morton Street.....	..	..	15	17	32
Lawrence Street....	2	1	15	7	25
Colored.....	..	1	3	..	4
Chestnut Street.....	7	1	36	23	67
Lafayette Street.....	9	1	5	7	22
South Eighth Street.	3	2	13	9	27
Thirteenth Avenue..	1	1	19	10	31
Central Avenue.....	6	8	9	9	32
Summer Avenue....	2	8	22	15	47
Elliot Street.....	2	4	15	6	27
Miller Street.....	12	10	20	16	58
Oliver Street.....	9	5	19	7	40
North Seventh Street	7	2	12	9	30
South Market Street.	1	3	12	11	27
Hamburg Place ....	..	..	12	10	22
South Tenth Street..	..	..	9	8	17
Newton Street.....	3	5	15	22	45
Eighteenth Avenue..	4	2	8	11	25
"Franklin".....	..	..	26	22	48
Total.....	75	60	328	240	703
Private Schools.....	1	1	3	2	7
Total.....	76	61	331	242	710

These figures, compared with the year 1897, show an increase of three in the number of grammar school graduates. Including the private schools, an increase of ten girls and a decrease of nineteen boys or a net decrease of nine in the number eligible for admission to the High School is noted.

	February.	June.
Average age of girls graduated.....	14 yrs. 10 mts.	14 yrs. 9 mts.
Average age of boys graduated.....	14 yrs. 8 mts.	14 yrs. 6 mts.
Gener'l average	14 yrs. 9 mts.	14 yrs. 8 mts.

HIGH SCHOOL.

The following table exhibits the number of pupils enrolled in each grade of the High School during the past year:

GRADE.	Males.	Females.	Total.	Increase
Senior.....	47	63	110	7
Junior.....	50	115	165	23
Second year.....	156	219	375	38
First year.....	335	409	744	110
Total.....	588	806	1,394	178

The following table shows the number of graduates for each year since 1862, thirty-seven years:

Year.	Males.	Females.	Total.
* 1862.....	8	..	8
1863.....	8	22	30
1864.....	6	8	14
1865.....	6	13	19
1866.....	8	16	24
1867.....	4	23	27
1868.....	4	25	29

Year.	Males.	Females.	Total.
1869.....	6	30	36
1870.....	7	34	41
1871.....	9	19	28
1872.....	10	30	40
1873.....	13	26	39
1874.....	14	18	32
1875.....	14	33	47
1876.....	17	46	63
1877.....	19	41	60
1878.....	32	47	79
1879.....	24	48	72
1880.....	26	39	65
1881.....	24	46	70
1882.....	21	53	74
1883.....	27	48	75
1884.....	30	40	70
1885.....	39	43	82
1886.....	42	53	95
1887.....	32	45	77
1888.....	27	63	90
1889.....	37	61	98
1890.....	51	49	100
1891.....	37	67	104
1892.....	43	48	91
1893.....	38	61	99
1894.....	54	50	104
1895.....	57	46	103
1896.....	73	54	127
1897.....	79	59	138
1898.....	80	55	135
Total.....	1,025	1,459	2,485

An average of sixty-seven each year.

The graduates for this year were distributed as follows:

Scientific Course.....	16
English Course.....	14
Classical Course.....	12
* Commercial Course.....	38
Ladies' Regular Course.....	39
Ladies' Classical Course.....	16
Total.....	135

Of the entire number of graduates 97 were of the four years' course and 38 of the two years' course.

The commencement exercises were held in the Auditorium on Friday evening, June 17, 1898. The following were graduated :

HIGH SCHOOL GRADUATES,

JUNE, 1898.

GIRLS.

GENERAL COURSE WITH LATIN.

Ernestine R. Ascher,	Francis M. Lipkowitz,
Jessie M. Beach,	Jessie B. Marsh,
Lorena E. Bishop,	Rachael McDowell,
Amy D. Bock,	Maud Moore,
Grace Budington,	Jeannette J. Mundy,
Katherine S. Donnigan,	Nellie G. Pearson,
M. Margery Forker,	L. Louise Rowe,
Hilda L. Gamon,	Estelle M. Smith,
Minnie M. Hadden,	Josie M. Smith,
Jeannette Hazelmeyer,	Albertha West,
Florence Hopper,	Jessamine A. Williams,
Florence M. Jacobs,	Mabel L. Zimmerman.

GENERAL COURSE WITH GERMAN.

Meta Ahbe,	Daisy Sherk,
Bertha Cregar,	Laetitia Smith,
Gertrude Fales,	Mary Taylor,
Emma Hirsch,	Audrey Urick,
Laura Keller,	Alma Walker,
Dorothea Koehler,	Rosalind Wiener,
Edith Lunger,	Katherine Wilson.
Julia Miller,	

COLLEGE COURSE.

Marie Bachen,	Irene Jervis,
Maude Campbell,	Emma R. Martin,
Jessie L. Creamer,	Clara Mendel,
Burnettie Dennis,	Carrie Mundy,
Edna M. Fisk,	Elsbeth Quittner,
Edith Franklin,	Sara Starbird,
Laura E. Hannahs,	Helen Thomas.
Belle Hanson,	J. Isabelle Warrender,

BOYS.

SCIENTIFIC COURSE.

Meyer Abeles,	Isaac Fleischman,
Edward S. Armitage,	Arthur P. Hagar,
Max Baff,	Harry W. Hazen,
Alexander Berne,	Jacob Kohn,
Edward A. Condit, Jr.,	George Albert Kuhn,
Walter B. Denny,	John J. MacBride,
Edgar L. Dickerson,	William A. Rowe,
Charles Elin,	Henry Schneider.

ENGLISH COURSE.

Raymond A. Albray,	Herman Koenig,
Charles B. Cortright,	Walter W. Kunze,
Walter D. Dixon,	Ross Marley,
Carl Hanson,	J. Leal Osborne,
Wentworth Holmes,	Fred. W. Smith,
Clarence C. Jackson,	Walter L. Voorhees,
Edgar S. Keepers,	Joseph E. Wiedenmayer.

CLASSICAL COURSE.

Isaac C. Bates,	Walter M. Krementz,
David Bloom,	James H. Lowery,
Arthur H. Bradley,	Henry S. Lyon,
Franklin M. Clark,	James K. McWhood.

COMMERCIAL COURSE.

Gustav A. Adams,	George J. Leveen,
Charles Bauder,	Frederick W. Linenkohl,
A. Paul Benatre, Jr.,	Levi C. McDonald,
Harry W. Brands,	Walter H. Meeker,
Albert Brett,	George D. Moore,
Charles Brown,	Clarence I. Mott,
Clifford I. Champlin,	Peter Murray.
Arthur J. Clark,	Harry H. Poole,
Eugene Eagles, Jr.,	George L. Price,
Harry Evertz,	Wilfred C. Roszel,
George W. Frey,	Emil H. Rudolph,
Ernest Heydegger,	Verne Skillman,
Charles Hoffman,	Frank Sobel,
Herman D. Jackes,	Alfred Sykes, Jr.,
Harry Jenkins,	Ferdinand Van Giezen,
Frank K. Jennings,	D. Howe Van Riper,
Louis F. Keller,	Frank B. Williams,
George D. Leber,	Herbert H. Williams,
Fred. W. Lesser,	Joseph G. Wolber.

HIGH SCHOOL STATISTICS FOR THE LAST
FIVE YEARS

Year.	Enrollment			Graduates				
	Males.	Females.	Total.	Classes.	Teachers.	4 Years' Course.	2 Years' Course.	Total.
1894.....	434	596	1030	24	26	76	28	104
1895.....	510	619	1129	27	29	69	34	103
1896.....	511	617	1128	27	30	91	36	127
1897.....	525	691	1216	30	33	98	40	138
1898....	588	806	1394	31	37	97	38	135

NORMAL SCHOOL.

The following exhibits the enrollment, attendance and the number of graduates since the organization of the school:

	Average Enrollment.	Average Attendance.	Graduates.
1880.....	33	29	29
1881.....	28	25	27
1882.....	31	26	28
1883.....	37	34	36
1884.....	39	32	35
1885.....	36	32	35
1886.....	41	34	36
1887.....	55	49	53
1888.....	33	31	33
1889.....	43	40	..
1890.....	79	72	40
1891.....	81	72	43
1892.....	90	82	38
1893.....	84	76	45
1894.....	72	69	30
1895.....	76	72	41
1896.....	64	58	33
1897.....	67	63	30
1898.....	95	91	42
Average.....	57	55	34
Total number of graduates.....			654

The graduates for this year were distributed as follows:

General Course.....	24
Kindergarten Course.....	18
Total.....	42

The class day exercises were held in the Normal School building on Wednesday afternoon, June 29, 1898, at which the following were graduated:

NORMAL SCHOOL GRADUATES,

JUNE, 1898.

GENERAL DEPARTMENT.

Edith F. Allen,	Eva C. McVey,
Anna J. Baird,	Lou B. Mercereau,
Alice B. Chamberlain,	Anna M. Negles,
Maud M. Delaney,	Daisy O. Nicoll,
Cora E. Fuller,	Florence E. O'Connor,
Anna E. Fussell,	Florence M. Reeves,
Minnie T. Hahn,	Edith H. Reuck,
Lillian Keyler,	Jennie M. Robertson,
Clara H. Lewis,	Alice Seibert,
Sara E. Lillybridge,	Nellie Thompson,
Bertha P. Lyon,	Celia Wirth,
Olive A. Mathews,	Jane Woolley.

KINDERGARTEN DEPARTMENT.

Carlotta A. Adam,	J. Belle Spaeth,
Mary E. Crane,	Harriet Spining,
Catharine S. Dearie,	Harriet L. Thurber,
Elizabeth G. Haddow,	Flora D. Townley,
Letitia Mai Jones,	Florence L. Tucker,
Dora Kieseewetter,	Mabel Van Duyne,
Julia E. Riker,	Ella M. Watson,
Belle R. Rose,	Ella Welcher,
Stephanie M. Schulz,	Mabel C. Young.

SUMMER SCHOOLS.

Schools.	No. of Classes.	No. of Pupils Enrolled.			Average. Attendance.
		Males.	Females.	Total.	
James Street.....	3	76	80	156	78
William Street.....	4	153	162	315	155
Monmouth Street.....	12	326	320	646	399
Wickliffe Street.....	4	91	90	181	122
South Street.....	4	103	104	207	151
Hamburg Place.....	11	264	246	510	354
South Tenth Street...	11	261	268	529	340
Newton Street.....	10	251	232	483	309
Eighteenth Avenue...	10	254	215	469	334
"Franklin"	6	194	161	355	207
<hr/>					
Total.....	75	1,973	1,878	3,851	2,449

The following exhibits the various ages of the children attending:

Schools.	5	6	7	8	9	10	11	12	13	14	Over
	to 6	to 7	to 8	to 9	to 10	to 11	to 12	to 13	to 14	to 15	15
James Street.....	27	31	21	17	15	29	7	7	2	..	..
William Street.....	42	68	59	54	44	24	14	8	2	..	..
Monmouth Street.....	61	102	94	102	98	67	63	39	15	5	..
Wickliffe Street.....	13	27	27	24	26	27	15	13	6	2	1
South Street.....	37	23	32	28	19	27	25	11	3	2	..
Hamburg Place.....	38	61	70	85	76	69	52	40	16	3	..
South Tenth Street...	17	51	80	93	91	82	48	46	16	4	1
Newton Street.....	59	60	75	88	70	59	37	25	7	3	..
Eighteenth Avenue...	23	75	71	83	57	68	46	25	13	5	3
"Franklin"	47	16	48	47	33	39	44	34	19	23	5
<hr/>											
Total.....	364	514	577	621	529	491	351	248	19	47	10

The following shows what schools the pupils attended before entering the Summer Schools:

	Public School.	Private School.	No. School.
James Street.....	140	5	11
William Street	267	6	42
Monmouth Street.....	559	39	48
Wickliffe Street.....	142	29	10
South Street.....	152	22	33
Hamburg Place	396	93	21
South Tenth Street.....	492	28	9
Newton Street	422	21	40
Eighteenth Avenue.....	429	29	11
" Franklin ".....	292	42	21
Total.....	3,291	314	246

STATISTICS OF THE SUMMER SCHOOLS FOR THE LAST FIVE YEARS.

Year.	No. of Classes.	Enrollment.	Average Attendance
1894.....	51	2,853	1,756
1895.....	57	3,088	2,000
1896.....	53	2,837	1,809
1897.....	66	3,405	2,272
1898.....	75	3,851	2,449

EVENING SCHOOLS.

The following tables present the condition of the schools, as to registry, attendance, &c.

Number of pupils registered, 4,312; males, 3,050; females, 1,262. An increase of 195 over last year.

Number of teachers employed, 101; males, 45; females 56. An increase of 9 over last year.

The number of classes was 118, an increase of 13 over last year.

The number of classes discontinued during the term was 8, an increase of 5 over the preceding year.

The following table shows the enrollment, attendance, &c., for the year 1897-1898:

Schools.	Enroll- ment.	Average Enroll- ment.	Average Attend- ance.	Per Cent. of Attend- ance.	No. of Classes.
High.....	383	221	168	76.4	24
Webster Street.....	486	343	253	73.8	10
Morton Street.....	598	387	304	78.5	15
Lafayette Street.....	358	224	171	76.3	7
Central Avenue.....	376	217	162	74.6	7
South Street.....	205	170	129	75.9	5
South Market Street.	363	247	171	69.2	7
South Tenth Street..	233	186	156	84.3	7
Newton Street.....	332	259	210	81.	8
Eighteenth Avenue..	293	224	182	81.3	7
Drawing.....	685	530	454	85.6	21
Total.....	4,312	3,008	2,360	78.4	118

EVENING HIGH SCHOOL.

This school was in session six months, from October 1, 1897, to April 1, 1898. The fourth Commencement Exercises were held in the High School building on Thursday evening, March 31, 1898. Diplomas were awarded to the following graduates:

Lottie Beckingham,	Victor Lastowski,
Philip Feuerstein,	Sarah Lavner,
Sarah Gibian,	John Y. MacLaud,
Mary Gleason,	Clara Scharringhausen,
Bertha Hauff,	George Schindel.
Minnie Kaiser,	Clara L. Schmidt,
Adolph Koester,	Johanna Wulf,

DRAWING SCHOOL.

The following are the statistical details for the year ending May 1, 1898.

Number of pupils enrolled in each department :

	Males.	Females.	Total.
Mechanical Drawing....	130	..	130
Architectural Drawing..	102	3	105
Freehand Drawing... ..	234	131	365
Clay Modeling.....	29	...	29
Day Classes.....	...	56	56
<hr/>			
Total.....	495	190	685
1897.....	452	89	541
<hr/>			
Increase.....	43	101	144

The number of teachers employed during the year was 9, and the number of classes 21.

These classes contained in the average enrollment 530, an increase of 104 over last year; in the average attendance 454, an increase of 89 over last year.

The closing exercises were held in the school building on Academy street on Monday evening, May 2d, 1898. The number of graduates was 23.

They were distributed as follows :

Mechanical Department.....	10
Architectural “	8
Freehand “	5
<hr/>	
Total.....	23

Total number of graduates since the opening of the school, 345.

GRADUATES, 1898.

MECHANICAL DEPARTMENT.

John Buckley,	Andrew A. Mark,
James J. Droughton,	John A. Merk,
Frederick Flood,	Frederick L. Miller,
Frank Garret,	William H. Parsons,
Alfred Lister,	Charles Wester.

ARCHITECTURAL DEPARTMENT.

William Berghoff,	James Padula,
Maurice Hemmer,	Thomas Small,
Patrick Monaghan,	F. Isabel Squire,
Edward Morrisòn,	Charles Wittel.

FREEHAND DEPARTMENT.

Mary Burkheimer,	Edward McCully.
Aly Connelly,	Anna Sharwell,
Fanny Dodwell,	

STATISTICS OF THE EVENING SCHOOLS
FOR THE LAST FIVE YEARS.

Year.	No. of Teachers.	Enrollment.	Average Enrollment.	Average Attendance.	Per cent. of Attendance.	No. of Classes.
1894..	92	4,237	2,949	2,332	79.	100
1895..	85	3,738	2,470	1,882	76.1	96
1896..	87	3,885	2,630	1,969	74.8	100
1897..	92	4,117	2,864	2,301	80.3	105
1898..	101	4,312	3,008	2,360	78.4	118

TRUANT STATISTICS.

FOR THE SCHOOL YEAR 1897-98.

Number of cases reported by the schools, 2,106, an increase of 731 over last year. Of the 2,106 cases, 1,141 were from the day schools and 965 from the evening schools.

Four hundred and ninety-seven school children, not reported by the schools, were taken from the streets and sent to school by the Truant Officers. Of this number 416 were sent to the day schools and 81 to the evening schools.

These figures show an increase of 87 over the preceding year.

Total number of cases acted on by the Truant Department, 2,603, an increase of 811 over last year.

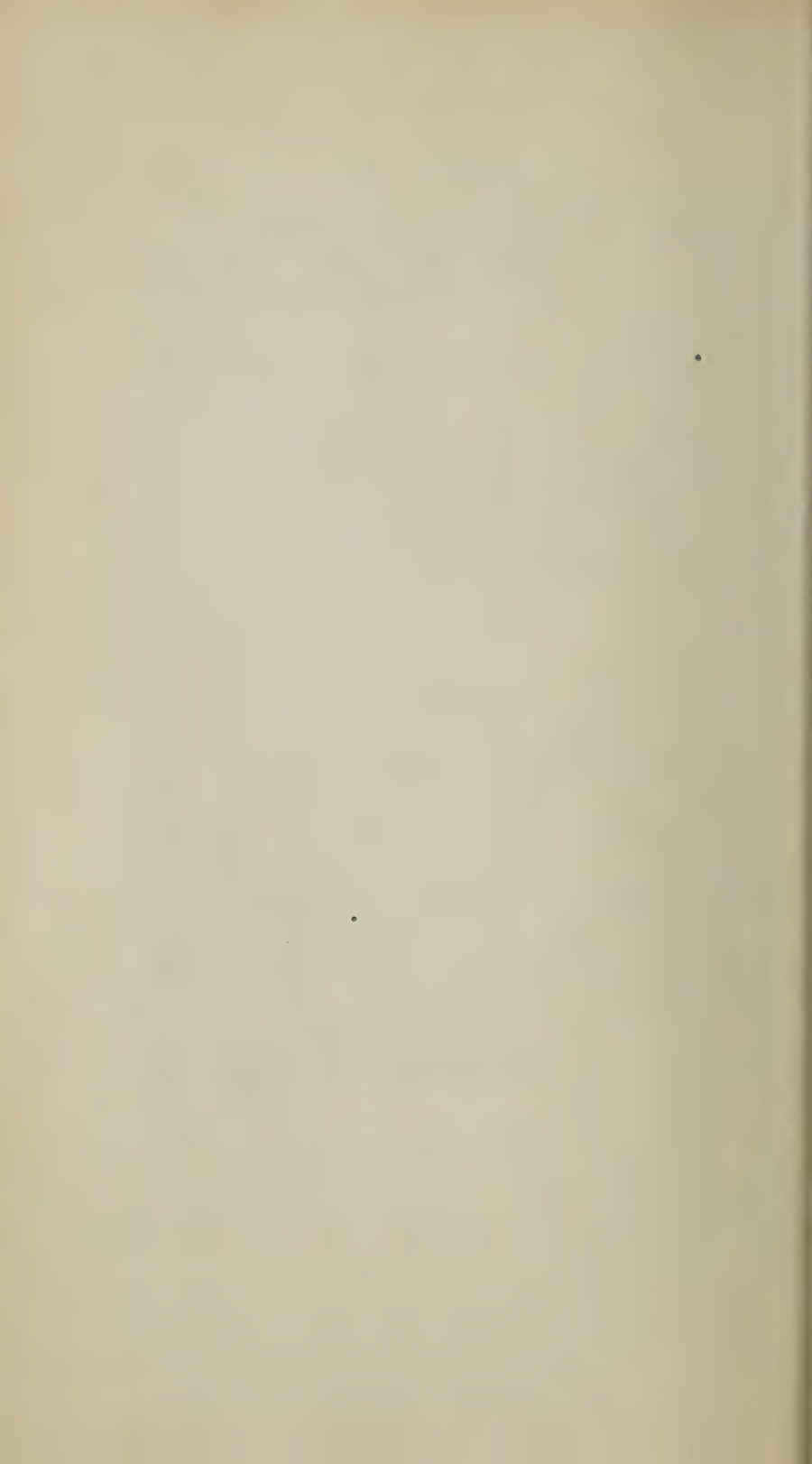
Number sent to the City Home, 20, one half the number sent last year. Of the 20 committed only 4 were recommended by the principals for this institution.

LIBRARIES.

	Amount raised during the year.	Amount received from the State.		Number of Volumes.		
		During the year.	Previously received.	Purchased during the year.	Previously purchased.	On hand
Normal and Training.			\$60	....	642	642
High.....	\$10	10	120	100	2,560	2,595
Burnet Street.....	22	....	100	45	770	765
Webster Street.....	10	10	140	} Trans. to Franklin School.		
Washington Street...	76	10	40	27	560	587
Marshall Street.....	....	....	30	....	23	23
Morton Street.....	....	....	70	....	985	775
Monmouth Street....	10	....	20	....	50	50
Lawrence Street.....	....	....	70	....	391	391
Commerce Street....	....	....	60	....	50	50
Chestnut Street.....	....	....	60	....	582	540
Lafayette Street....	55	....	40	....	380	344
South Eighth Street.	30	10	120	37	385	500
Thirteenth Avenue..	15	....	20	30	429	320
Central Avenue.....	15	10	170	13	530	539

LIBRARIES.—CONTINUED.

	Amount		Amount received		Number of Volumes.		
	raised during the year.		During the year.	Previously received.	Purchased during the year.	Previously purchased.	On hand
Warren Street.....					3	129	112
Wickliffe Street.....				40	} School Abolished.		
Summer Avenue....	70	10	70			962	837
Summer Ave. Annex				30			
Elliot Street.....	20					97	90
Miller Street.....	33	10	100		31	492	364
Elizabeth Avenue....		10	30		5	60	65
Charlton Street.....	30	30			73		73
Oliver Street.....			130			1,045	1045
South Street.....			60		21	185	170
Thomas Street.....			40		} School Abolished.		
Walnut Street.....			110			1	368
Houston Street.....			30				300
Ann Street.....			30			66	127
Roseville Avenue....	10	10	30		37	138	187
South Market Street.			20			263	273
Hamburg Place.....	10	10	110		12	439	472
Hawkins Street.....	24	20			94		94
South Tenth Street..	10	10	50			376	350
Camden Street.....			90			561	450
Fifteenth Avenue....	20	20			15		15
Newton Street.....	50	10	100		22	730	630
Eighteenth Avenue..	10		150		22	720	451
Eighteenth Av. Annex			20		} School Abolished.		
Livingston Street....	10		20			5	58
"Franklin".....	100		20			717	300
Total.....	\$640	\$190	\$2,400		648	15,743	14,589



PART III.

APPENDIX.

SCHOOL DIRECTORY.
BUILDINGS.

SCHOOL DIRECTORY.

BUILDINGS.

NORMAL AND TRAINING.

Location, Market street, near the Court House.

Erected, 1847.

Opened, January 2d, 1848.

Enlarged, 1883.

Class rooms, Eight.

Janitor, ELLSWORTH MOORE, 109 William street.

OLD HIGH.

Location, Washington street, corner Linden.

Erected, 1853-54.

Opened, January 7th, 1855.

Enlarged, 1883.

Improved, 1886.

Class Rooms, Nineteen.

Janitor, RICHARD WHITE, 196 Plane street.

NEW HIGH.

Location, Sixth avenue, Parker and Ridge streets.

Erected, 1897-98.

Opened, February 1, 1899.

Class Rooms, Thirty-eight.

BURNET STREET.

Location, Burnet street, between Orange and James.

Erected, 1868-69.

Opened, September 6th, 1869.

Class Rooms, Sixteen.

Janitor, HARMON L. THOMPSON, 10 Burnet street.

STATE STREET.

Location, State street, near Broad.

Erected, 1846-47.

Opened, 1874.

Enlarged, 1882.

Class Rooms, Ten.

Janitor, FRANCIS J. GRIFFIN, 13 Clay street.

WEBSTER STREET.

Location, Webster street, corner Crane.

Erected, 1855-56.

Opened, April 20th, 1857.

Class Rooms, Ten.

Janitor, HUGH COYNE, 39 Webster street.

WASHINGTON STREET.

Location, Washington street, near Kinney.

Erected, 1868.

Opened, September 3d. 1868.

Class Rooms, Fourteen.

Janitor, ANDREW J. DAY, 87 West Kinney street.

MARSHALL STREET.

Location, Marshall street, corner Coe's place.

Opened, October 23d, 1882.

Purchased, November 21st, 1888.

Enlarged, 1888-89,

Class Rooms, Six.

Janitor, FREDERICK MANDEVILLE, 30 Coe's place.

MORTON STREET.

Location, Morton street, corner Broome.

Erected, 1851.

Opened, November 24th, 1851.

Enlarged, 1861, 1869, 1881, 1898.

Class Rooms, Thirty-eight.

Janitor, JOHN F. PATZ, 80 Morton street.

WILLIAM STREET.

Location, 184 William street.

Rented.

Opened, April 1st, 1896.

Class Rooms, Four.

Janitor, MRS. LENA POPPY, 301½ College place.

MONMOUTH STREET.

Location, Monmouth st., bet. Spruce and Montgomery.

Erected, 1886-87.

Opened, May 2d, 1887.

Enlarged, 1896.

Class Rooms, Twenty-five.

Janitor, WILLIAM OVERGNE, 26 Miller street.

LAWRENCE STREET.

Location, Lawrence street, foot of Clinton.

Erected, 1872-73.

Opened, September 1st, 1873.

Remodeled, 1890.

Class Rooms, Twelve.

Janitor, WM. WIGGINS, 22 Cherry street.

COMMERCE STREET.

Location, Commerce street, east of Lawrence.

Erected, 1846-47.

Opened, September, 1880.

Class Rooms, Six.

Janitor, WILLIAM CARR, 127½ Commerce street.

COLORED.

Location, rear of Commerce Street building.

Erected, 1860.

Enlarged, 1868.

Opened, as a Colored School, 1874.

Class Rooms, Four.

Janitor, WILLIAM CARR, 127½ Commerce street.

CHESTNUT STREET.

Location, Chestnut street, near Mulberry.

Erected, 1859-60.

Opened, September 24th, 1860.

Enlarged, 1870.

Class Rooms, Sixteen.

Janitor, JACOB CONLEY, 16 Scott street.

CHESTNUT STREET ANNEX.

Location, 347 Mulberry street.

Opened, April 5, 1897.

Class Rooms, Two.

Janitor, JACOB CONLEY, 16 Scott street.

LAFAYETTE STREET.

Location, Lafayette street, corner Prospect.

Erected, 1848-49.

Opened, July 27th, 1849.

Enlarged, 1863, 1870-71, 1881, 1884.

Class Rooms, Seventeen.

Janitor, JOHN J. GARTLAND, 378 Walnut street.

SOUTH EIGHTH STREET.

Location, South Eighth street, near Central avenue.

Erected, 1872-73.

Opened, September 1st, 1873.

Class Rooms, Sixteen.

Janitor, PHILLIP TULLY, 529 Bank street.

THIRTEENTH AVENUE.

Location, Thirteenth avenue, corner Richmond street

Erected, 1887-88.

Opened, November 19th, 1888.

Enlarged, 1891-92.

Class Rooms, Eighteen.

Janitor, JOSEPH WINCKLHOFFER, 149 Thirteenth avenue.

BRUCE STREET.

Location, Bruce street, near Bank.

Erected, 1897-98.

Opened, September, 1898.

Class Rooms, Eight.

Janitor, FREDERICK HEBRING, 38 Wallace street.

CENTRAL AVENUE.

Location, Central avenue, near Newark street.

Erected, 1871-72.

Opened, September, 1872.

Class Rooms, Fifteen.

Janitor, JOHN CALLAN, 50 Wilsey street.

LOCK STREET.

Location, Lock street, bet. Central and Sussex aves.

Erected, 1866-67.

Opened, April, 1867.

Class Rooms, Four.

Janitor, JOHN F. KENNEDY, 33 Colden street.

WARREN STREET.

Location, Warren st., between Wickliffe and Wilsey.

Erected, 1891-92.

Opened, September 12th, 1892.

Class Rooms, Eight.

Janitor, GARRET CONLON, 41 Wilsey street.

WICKLIFFE STREET.

Location, Wickliffe street, corner School.

Erected, 1848-49.

Opened, as a Grammar School, 1849.

Opened, as a Primary School, September 1st, 1873.

Class Rooms, Six.

Janitor, ELLEN WALSH, 9 Wickliffe street.

SUMMER AVENUE.

Location, Summer avenue, near Second.

Eerected, 1883-84.

Opened, September 5th, 1884.

Enlarged, 1897.

Class Rooms, Sixteen.

Janitor, GOTTFRIED BIEBER, 62 Seabury place.

ELLIOT STREET.

Location, Elliot street, corner of Summer avenue.

Erected, by Woodside Township.

[Woodside annexed, April 5th 1871.]

Opened, September, 1871.

Rebuilt, 1881.

Enlarged, 1890, 1895, 1895-96.

Class Rooms, Fourteen.

Janitor, MILES I. COEYMAN, 730 Summer avenue.

RIDGE STREET.

Location, Ridge street, near Montclair avenue.

Opened, September 10th, 1894.

Purchased, December 6th, 1895.

Class Rooms, Four.

Janitor, ISAAC RAMSEN, 644 Summer avenue.

MILLER STREET.

Location, Miller street, near Sherman avenue.

Erected, 1880-81.

Opened, June 1st, 1881.

Enlarged, 1887-88.

Class Rooms, Fifteen.

Janitor, CHARLES GRIFFITHS, 137 Sherman avenue.

ELIZABETH AVENUE,

Location, Elizabeth ave., bet. Stanton and Bigelow sts.

Erected, by Clinton Township.

[Part of Clinton Township annexed.]

Opened, September 1st, 1869.

Closed, June 1st, 1881.

Reopened, April 4th, 1892.

Enlarged, 1895.

Class Rooms, Six.

Janitor, JOHN W. MOORE, 185½ Sherman avenue.

CHARLTON STREET.

Location, Charlton street, corner Waverly avenue.

Erected, 1895.

Opened, September 9th, 1895.

Class Rooms, Ten.

Janitor, ADOLPH SAUPE, 18 Clayton street.

OLIVER STREET.

Location, Oliver street, near Pacific.

Erected, 1869,

Opened, September 6th, 1869.

Class Rooms, Fifteen.

Janitor, EMIL KOLLER, 56 Pacific street.

SOUTH STREET.

Location, South street, corner Hermon.

Erected, 1883-84.

Opened, September 5th, 1884.

Class Rooms, Thirteen.

Janitor, EDWARD KIERNAN, 154 South street.

WALNUT STREET.

Location, Walnut street, near Jefferson.

Erected, 1862.

Opened, January, 1863.

Remodeled, 1877.

Class Rooms, Eight.

Janitor, EDWARD DELANEY, 250 Walnut street.

ANN STREET.

Location, Ann street, bet. New York ave, & Elm rd

Erected, 1891-92.

Opened, September 12th, 1892.

Enlarged, 1897.

Class Rooms, Sixteen.

Janitor, THOMAS H. DILLON, 61 Napoleon street.

NORTH SEVENTH STREET.

Location, North Seventh street, near Fifth avenue.

Erected, 1860, on Roseville avenue site.

Removed, 1874, to North Seventh street.

Opened, September 6th, 1874.

New building erected, 1893-94.

Enlarged, 1897.

Class Rooms, Twenty.

Janitor, GEORGE H. SCHNARR, 185 Fourth Street,

ROSEVILLE AVENUE.

Location, Roseville avenue, near Orange street.

Erected, 1883-84.

Opened, April 16th, 1884.

Class Rooms, Seven.

Janitor, JAMES QUINN, 50 Bergen street.

SOUTH MARKET STREET.

Location, South Market street, corner Mott.

Erected, 1855-56.

Opened, May 4th, 1857.

Class Rooms, Twelve.

Janitor, MICHAEL CLARK, 13 Clover street.

SOUTH MARKET STREET ANNEX.

Location, South Market street, corner Mott.

Rented.

Opened, March 7, 1898.

Class Room, One.

Janitor, MICHAEL CLARK, 13 Clover street.

HAMBURG PLACE.

Location, Hamburg place, near Ferry street.

Erected, 1881-82.

Opened, April 10th, 1882.

Enlarged, 1885-86.

Class Rooms, Fourteen.

Janitor, MRS. MARGARET WECKENMANN, 23 Wall street.

HAMBURG PLACE ANNEX.

Location, 29 Hamburg place.
 Purchased, August 16th, 1892.
 Opened, January 6th, 1896.
 Class Rooms, Four.

Janitor, MRS. MARGARET WECKENMANN, 23 Wall street.

HAWKINS STREET.

Location, Hawkins street, near Ferry.
 Erected, 1887-88.
 Opened, January 3d, 1889.
 Class Rooms, Nine.

Janitor, WM. BAUMGARTNER, 29 Brill street.

SOUTH TENTH STREET.

Location, South Tenth street, corner Blum.
 Erected, 1870.
 Opened, January 2d, 1871.
 Enlarged, 1879, 1888-89, 1896.
 Class Rooms, Twenty-two.

Janitor, NICHOLAS MORGENSTERN, 549 South Eleventh street.

SOUTH TENTH STREET ANNEX.

Location, Blum street, near South Tenth.
 Rented.
 Opened, March 1, 1898.
 Class Rooms, Three.

Janitor, CHARLES KLOTZ, 31 Blum street.

CAMDEN STREET.

Location, Camden street, near Sixteenth avenue.

Erected, 1883-84.

Opened, September 5th, 1884.

Class Rooms, Fifteen.

Janitor, JACOB KERN, 302 Camden street.

CAMDEN STREET ANNEX.

Location, Fairmount ave., rear of Camden St. school.

Rented.

Opened, April-5th, 1897.

Class Rooms, Two.

Janitor, JACOB KERN, 302 Camden street.

WAVERLY AVENUE.

Location, Waverly ave., bet. Bergen and Kipp streets.

Erected, 1891-92.

Opened, October 20th, 1892.

Class Rooms, Ten.

Janitor, JOHN LIND, 130 Barclay street.

FIFTEENTH AVENUE.

Location, Fifteenth avenue, corner Fifteenth street.

Erected, 1895.

Opened, September 9th, 1895.

Enlarged, 1897.

Class Rooms, Twenty-four.

Janitor, LOUIS VONDERWERTH, 488 South Sixteenth street.

HAWTHORNE AVENUE.

Location, Hawthorne avenue, near Clinton place.

Erected by Clinton Township.

(Annexed March 29th, 1897.)

Opened, September 13th, 1897.

Class Rooms, Two.

Janitor, CHARLES M. GUERIN, Runyon avenue.

NEWTON STREET.

Location, Newton street, near South Orange avenue.

Erected, 1866-67.

Opened, September, 1867.

Enlarged, 1868.

Burned, June, 1871.

Rebuilt, September-October, 1871.

Enlarged, 1873.

Class Rooms, Twenty.

Janitor, JOSEPH SCHUCK, 143 Newton street.

NEWTON STREET ANNEX.

Location, 155 Newton street.

Rented.

Opened, April 5th, 1897.

Class Room, One.

Janitor, JOSEPH SCHUCK, 143 Newton street.

EIGHTEENTH AVENUE.

Location. Eighteenth avenue, cor. Livingston street.

Erected, 1871.

Opened, September, 1871.

Class Rooms, Nineteen.

Janitor, JOSEPH MESMER, 283 Seventeenth avenue.

LIVINGSTON STREET.

Location. Livingston street, near Eighteenth avenue.

Rented.

Opened, February 1st, 1894.

Enlarged, 1897.

Class Rooms, Eight.

Janitor, JOSEPH MESMER, 283 Seventeenth avenue.

"FRANKLIN" SCHOOL.

Location, Fifth avenue, corner Cutler street,

Erected, 1889.

Opened, September 16th, 1889.

Enlarged, 1895.

Class Rooms, Sixteen.

Janitor, GEORGE W. JANIFER, 190½ Ridge street.

INDUSTRIAL SCHOOLS.

JAMES STREET.

Location, No. 8 James street.

Class Rooms, Five.

Janitor, AUGUST MILLER, 8 James street.

CLOVER STREET.

Location, Clover street, near Merchant,
Class Rooms, Two.

Janitor, RICHARD SLAVIN, 109 Main street.

These buildings are owned by corporations, from whom the Board rents school rooms.

DRAWING SCHOOL.

Location, 55 and 57 Academy street.
Rented.
Opened, October 1, 1897.
Class Rooms, Eight.

Janitor, ISAAC A. SHURTS, 184 Third street.

SCHOOL DIRECTORY.

TEACHERS.

SCHOOL DIRECTORY.

TEACHERS.

NAME.	SCHOOL.	RANK.	ADDRESS.
Abbey, Ada Gay.....	15th Avenue	Assistant...	231 Fifth st.
Aber, Laura E.....	Washington St..	Assistant...	27 N. Center st., Or'ge
Adam, Carlotta A.....	Washington St..	Kindergar' n Assistant.	326 Halsey st.
Adams, Alvia C.....	South 8th St....	1st Assistant	74 N. Arl'g'n av., E. O.
Allen, Edith F.....	Morton St.....	Assistant...	27 Wakeman av.
Allen, Jane E.....	Washington St. G	V. Principal	316 Belleville av.
Allen, Kate S.....	Normal & Train'g	Model and Critic	18 Chestnut st.
Alyea, Cornelia L.....	Lawrence St....	Assistant...	3 Eighth av.
Ames, Grace I	Ridge St.....	"	265 Garside st.
Ames, Mrs. Mary M.....	13th Avenue....	"	265 Garside st.
Anderson, Anna.....	Camden St	"	111 Spruce st.
Anderson, Henry S.....	Washington St..	Principal...	193 South Sixth st.
Andrew, Mary A.	Burnet St.....	Assistant...	19 Warren pl.
Anthony, Lizzie.....	Warren St.....	"	321½ Webster st.
Antz, Natalie.....	High	3d Assistant	273 Parker st.
Arbuckle, Jennie M.....	Lafayette St....	Assistant...	283 High st.
Arbuckle, Marion A.....	Monmouth St....	"	41 Nelson pl.
Arndt, Elizabeth K.....	North 7th St. G.	V. Principal	73 Roseville ave.
Avery, Sarah A	Central Avenue.	Assistant ..	60 James st.
Axtell, Sarah B.....	South St.....	"	475 Clinton ave.
Ayres, Jessie M.....	Monmouth St....	"	63 Alpine st.
Badgley, Nellie M.....	Newton St.....	Assistant...	7 Linden st.
Bailey, Ida M.....	Lafayette St....	"	237 Mulberry st.
Bainbridge, Emma J.....	S. 10th St. Annex	"	219 Littleton ave.
Baird, Ada E.....	18th Avenue....	"	281½ Belleville ave.
Baird, Anna J.....	Morton St.....	"	144 Warren st.
Baird, Mrs. Ella M. R....	Normal & Train'g	Model and Critic	45 Franklin st.
Baird, Margaret.....	18th Avenue G..	V. Principal	102 Sherman ave.
Baird, Margaret J.....	Newton St.....	Assistant...	204 Plane st.
Baker, Lucy E.	{ High.....	3d Assistant	
	{ Drawing Teacher	Assistant...	117 Second ave.
Balcom, A. G.....	" Franklin".....	Principal...	167 Mt. Prospect ave.
Baldwin, Anna A.....	Newton St	Assistant...	27 Bathgate pl.
Baldwin, Mrs. Anna L....	Warren St.....	"	15 Pennsylvania ave.
Baldwin, E. Belle	Morton St.....	"	313 Garside st.
Baldwin, Emma F.....	Hamburg Pl. G.	V. Principal	327 Summer ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Baldwin, Helen.....	James St. Ind...	Kindergar'n	
		Directress	15 Sherman ave.
Baldwin, Lucasta C.....	North 7th St.....	Assistant...	98 North Seventh st.
Baldwin, M. Lillian.....	Chestnut St.....	"	71 Pennsylvania ave.
Ball, Hattie E.....	18th Avenue.....	"	36 Elizabeth ave.
Ball, Katharine V.....	Waverly Avenue.	Kindergar'n	
		Assistant.	328 High st.
Barnard, Charlotte R....	Normal & Train'g	Model and	
		Critic.....	63 Astor st.
Barr, Morris L.....	High.....	1st Assistant	16 James st.
Barringer, Mrs. Anna A..	James St. Ind...	"	284 South Ninth st.
Barringer, William N....	Supervis'r of Ev'g	& Sum'r Schools	
		Special.....	1142a Broad st.
Barth, Annie.....	Charlton St.....	Assistant...	105 Monmouth st.
Bassett, May V.....	Summer Ave.....	Assistant...	57 Halleck st.
Baxter, Anna W.....	Webster St....	V. Principal.	177 Mt. Prospect ave.
Baxter, James M.....	Colored.....	Principal....	15 Elm st.
Bayley, Eva E.....	S. Market St. An.	Assistant....	104 Bruen st.
Beach, Della W.....	Central Ave.....	"	113 Plane st.
Beach, Emma R.....	Monmouth St....	"	124 Union st., Eliz'th
Beam, Sarah E.....	Oliver St.....	1st Assistant	327 Summer ave.
Beardsley, Emma E.....	Chestnut St. .	"	15 South st.
Bearse, Edith G.....	South 8th St....	Kindergar'n	
		Assistant.	51 Hillyer st., E. O.
Bedell, Mary E.....	South St.....	V. Principal.	42 South Tenth st.
Beers, Ella E.....	Ann St.....	Kindergar'n	
		Directress	185 Orange st.
Belcher, Elizabeth H....	Waverly Ave....	Principal....	Clinton av., W., lrv'g'tn
Belcher, Katharine F....	High.	3d Assistant	90 Clinton ave.
Bell, Mrs. Grace D.....	15th Ave.....	Assistant...	79 Sherman ave.
Beltaire, Annie L.....	William St.....	V. Principal.	33 Morton st.
Bender, Marie H.....	Monmouth St....	Kindergar'n	
		Directress.	1104 Broad st.
Bennett, Bessie C.....	Wickliffe St....	Assistant...	31 Halleck st.
Bennett, Laura J.....	Burnet St.....	1st Assistant	35 Burnet st.
Bennett, Mary E.....	13th Ave.....	Assistant...	98 Central ave.
Bensen, Carrie W.....	So. Tenth St....	1st Assistant	26 Hill st.
Berry, Arisena.....	Monmouth St....	Assistant...	59 Hillside pl.
Berry, Estelle V.....	Elizabeth Ave...	H'd Ass'nt.	59 Hillside pl.
Berry, Jennie B.....	South St.....	Kindergar'n	
		Assistant.	79 Murray st.
Beyer, Augusta M. H....	High.....	2d Assistant.	770 Summer ave.
Biddinger, Jessie L.....	Wickliffe St....	Kindergar'n	
		Assistant.	7 Summit st.
Biggin, Mrs. Elizabeth T..	Clover St. Ind...	Assistant...	222 Elm st.
Bingham, Cora E.....	Miller St.....	"	90 Wright st.
Bingham, Lizzie M.....	Wickliffe St....	V. Principal.	27 Newton st.
Bird, Mary R.....	Lafayette St....	Assistant...	113 Bruen st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Bissell, Wm. E.....	Burnet St.....	Principal...	299 High st.
Blaeser, Emma.....	Manual Training	Special.....	219 Fairmount ave.
Blaikie, Rachel B.....	South 8th St.....	Kindergar'n	
		Directress.	11 Roseville ave.
Blake, Edith.....	High.....	3d Ass'nt...	57 North Seventh st.
Blake, Katharine.....	Waverly Ave....	Kindergar'n	
		Directress	57 North Seventh st.
Blake, K. S.....	Hawkins St....	Principal...	629 Parker st.
Bogan, Margaret A.....	Livingston St....	Assistant ..	42 Wallace pl.
Bolton, Amy L.....	Elliot St.....	"	25 Taylor st.
Bowers, Ida.....	Monmouth St....	V. Principal.	50 East Kinney st.
Bowlby, Elizabeth.....	Burnet St.....	Assistant...	137 Bloomfield ave.
Brackin, M. Fannie.....	"Franklin".....	"	24 Mt. Prospect ave.
Bradford, Mary A.....	Elliot St.....	"	23 Wakeman ave.
Branum, Sarah N.....	Chestnut St....	1st Ass'nt...	154 Clinton ave.
Bristol, Kate L.....	South 8th St....	Assistant...	24 Bathgate pl.
Brookfield, Eliza A.....	State St.....	Principal...	100 Central ave.
Browaski, Anna M.....	Monmouth St....	Assistant...	338 Bank st.
Brown, Carrie M.....	Central Ave....	"	152 Plane st.
Brown, Edgar R.....	Bruce St.....	Principal...	21 Nelson pl.
Brown, Elizabeth J.....	Morton St.....	Assitant....	80 Hillside ave.
Brown, Mary K.....	Summer Ave....	"	57 Taylor st.
Brown, M. Florence.....	Morton St.....	"	80 Hillside ave.
Buchanan, Fannie L.....	Lawrence St. G.	V. Principal	201 Mt. Pleasant ave.
Buehler, Annie J.....	Hamburg Pl....	Assistant...	81 Oxford st.
Burgyes, Annie S.....	North 7th St....	"	24 Gould ave.
Burgyes, Edith.....	Camden St.....	"	24 Gould ave.
Burke, Etta S.....	William St.....	Kindergar'n	
		Directress.	80 Ninth ave.
Burnet, Julia.....	South St.....	Assistant...	East Orange, N. J.
Burnett, Mabel.....	Camden St.....	"	112 Thirteenth ave.
Burnett, Priscilla.....	13th Avenue....	"	112 Thirteenth ave.
Bush, Ida J.....	Lock St.....	"	327 Summer ave.
Buttle, Irene M.....	Lafayette St....	"	24 Franklin st.
Büttner, Marie.....	High.....	Teacher in charge of German.	Palmer House, E. O.
Camden, Marian D.....	Burnet St. P....	V. Principal	7 Central ave.
Campbell, Josephine B...	13th Avenue....	Kindergar'n	
		Assistant	21 Humboldt st.
Canfield, Jennie B.....	Central Ave....	1st Assn't...	27 Burnet st.
Carman, Mary E.....	Commerce St....	Kindergar'n	
		Assistant.	Rahway, N. J.
Carpenter, Pearl.....	Normal & Train'g	Kindergar'n	
		Trainer ..	82 Clinton ave.
Carter, S. Fannie.....	Walnut St.....	Principal...	38 Park st.
Cashion, Lillian I.	Morton St.....	Assistant...	29 Morton st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Caufield, Katharine R....	Commerce St....	Assistant...	18 Tichenor st.
Caufield, Mary L.....	Lawrence St P....	V. Principal	18 Tichenor st.
Chamberlain, Alice B....	Morton St.....	Assistant...	17 Murray st.
Chamberlin, Mary.....	Washington St..	Kindergar' n	
		Directress.	18 Chestnut st.
Chandler, Mabel.....	North 7th St....	Assistant...	236 Fifth Street.
Christie, Emma C.....	Lafayette St....	"	38 Thomas st.
Clark, Joseph.....	Normal & Train'g	Principal...	56 Warren st.
Clark, Mabel L.....	18th Avenue....	Assistant...	68 Hillside ave.
Clark, Mary F.....	Hamburg Pl....	"	104 Elm st.
Clark, Mildred L.....	Chestnut St.....	"	56 Warren st.
Clark, S. Louise.....	Miller St.....	"	11 Miller st.
Clarke, Agnes B.....	Hamburg Pl. P....	V. Principal	84 Treacy ave.
Clayton, Marigold T....	Hawkins St....	Kindergar' n	
		Directress.	1104 Broad st.
Clearman, Elizabeth W..	Ann St.....	Assistant...	21 Halsey st.
Coats, Harriet S.....	Chestnut St....	"	53 Spruce st.
Coe, Cornelia S.....	Commerce St....	V. Principal	46 Mt. Pleasant ave.
Coe, Jessie D.....	Newton St.....	Assistant...	Nutley, N. J.
Coe, Jessie L.....	Webster St.....	"	46 Mt. Pleasant ave.
Colcord, Edward J.....	High.....	1st Asst'nt...	70 Oriental st.
Coleman, Mary A.....	"Franklin".....	Assistant...	203 Summer ave.
Collard, Thomas T.....	North 7th St....	Principal...	21 Kearny st.
Cone, Anna G.....	Newton St.....	Assistant...	237 $\frac{1}{2}$ South Eighth st.
Conover, Harriet R.....	Morton St.....	Kindergar' n	
		Assistant	45 Division pl.
Conover, Margaret D....	Lawrence St....	Assistant...	45 Division pl.
Conselyea, Caroline....	Miller St.....	"	130 Ridgewood ave.
Cook, Chas. H.....	Manual Training	Special.....	34 High st.
Cook, Katharine B.....	James St. Ind....	Assistant...	46 Halsey st.
Cook, Laura.....	Central Ave....	"	242 Fourth st.
Cook, Nelly A. M.....	18th Ave.....	Kindergar' n	
		Assistant	114 Chadwick ave.
Cornwell, Gertie L.....	Marshall St....	Assistant...	76 Wickliffe st.
Corson, David B.....	Elliot St.....	Principal...	34 South Twelfth st.
Cory, Mrs. Catharine B..	James St. Ind....	"	44 Bleecker st.
Cottrell, Katherine.....	Burnet St.....	Assistant...	29 Clay st.
Coult, Eliza A.....	Summer Ave....	"	58 Mt. Pleasant ave.
Coult, H. Margaret.....	High.....	1st Ass'nt...	58 Mt. Pleasant ave.
Coursen, Lilian.....	North Seventh St	Assistant...	153 Roseville ave.
Crane, Elizabeth K.....	Morton St.....	Assistant...	133 Milford ave.
Crane, Helen S.....	Washington St..	"	133 Milford ave.
Crane, H. Louise.....	Camden St.....	"	133 Milford ave.
Crane, Mary E.....	Chestnut St....	Kindergar' n	
		Assistant	31 Brunswick st.
Crater, Mrs. Georgia B..	Hawthorne Ave..	V. Principal	17 Court st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Crawford, Etta.....	Roseville Ave...	Kindergar'n	
		Assistant	131 N. Maple av., E. O.
Cummins, Elizabeth.....	Hawkins St.....	Assistant...	560 Jersey ave., J. C.
Curtis, Annie E.	"Franklin" P...	V. Principal	34 Evergreen pl., E. O.
Curtis, Clara I.....	Miller St.....	Assistant...	11 Parkhurst st.
Dana, Caroline R.....	Monmouth St....	Assistant...	48½ Walnut st.
Danforth, Cara L.....	Hawthorne Ave.	"	55 South st.
Dansereau, Alvina M....	Lafayette St....	"	492 Market st.
Davis, Effa T.....	Ann St.....	"	89 Laurel ave., Arl'n.
Day, Annie C.....	Washington St..	"	28 Parkhurst st.
Day, Margaret A.....	Washington St..	1st Assistant	28 Parkhurst st.
Dean, G. Julia.....	Morton St.....	"	54 State st.
Dean, Margaretta.....	Roseville Ave...	Assistant...	256 North Seventh st.
Dean, M. Ida.....	Ungraded.....	Special.....	54 State st.
Dearie, Catharine S....	State St.....	Kindergar'n	
		Assistant	136 Stone st.
Dearie, Jean A.....	Camden St.....	Assistant...	136 Stone st.
Deidrick, Anna R.....	South 8th St....	"	321 South Tenth st.
Deidrick, Hortense.....	South 8th St....	"	321 South Tenth st.
DeLaney, Josephine.....	Ann St.....	"	38 Emmet st.
Delaney, Margaret C....	Ann St.....	"	35 Read st.
Delaney, Maud M.....	Wickliffe St....	"	312 High st.
Delano, Laura C.....	Walnut St.....	"	26 Hill st.
De Mott, Linda M.....	Fifteenth Ave..	"	204 Plane st.
Dengler, Margaret.....	Central Ave....	"	470 High st.
Dettmer, Juliet.....	"Franklin".....	"	146 Garside st.
Dey, Lurena.....	Newton St.....	H'd Assn't..	206 First st.
Dickerson, Mary I.....	Charlton St.....	Assistant...	189 Orange st.
Dill, Clara M.....	S. 10th St. Ann'x	"	541 Orange st.
Dixon, Mabel W.....	13th Ave.....	"	564 High st.
Dodd, Edna B.....	North 7th St...	Kindergar'n	
		Assistant	177 North Ninth st.
Dodge, Ruth C.....	Burnet St.....	Assistant...	35 Burnet st.
Donald, Jessie.....	Newton St.....	"	136 Plane st.
Donnelly, Anna T.....	Central Ave....	"	331 Seventh ave.
Donnelly, Mary M.....	Burnet St.....	"	331 Seventh ave.
Doremus, Eliza C.....	Webster St.....	"	44 Second ave.
Doremus, Jessie K.....	Summer Ave....	"	44 Second ave.
Doty, Jessie T.....	13th Ave.....	"	573 High st.
Dougall, Elizabeth W....	High.....	2d Assistant.	208 South Sixth st.
Dougall, Mary A.....	South 8th St G..	V. Principal	208 South Sixth st.
Dougall, Wm. A.....	Monmouth St....	Principal...	213 South Sixth st.
Dougherty, Florence M..	"Franklin".....	Assistant...	264 Clifton ave.
Dougherty, Henry J.....	18th Ave.....	Principal...	135 Badger ave.
Douglas, Martha C.....	South 10th St...	Assistant...	57A Chester ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Dovell, Mrs. Josephine B.	Waverly Ave....	"	17 Sherman ave.
Dowie, Jennie M.	Lawrence St....	"	13 Elm st.
Draper, Edith P.	Lock St.....	Kindergar'n Directress	933 Broad st.
Drew, Minnie I.	South Market St.	Assistant...	255 South 8th st.
Drumm, M. Will.	Summer Ave....	"	29 Clark st.
Drummond, Adelaide.	Roseville Ave....	"	33 Myrtle ave.
Drummond, Grace.	Morton St.....	"	33 Myrtle ave.
Duffy, Grace M.	Morton St.....	"	80 Wickliffe st.
Duncan, Lucy G.	Newton St.....	"	102 Elm st.
Dunham, Mary E.	Miller St.	"	7 Emmet st.
Dunn, Agnes J.	13th Ave.	"	466 High st.
Dunn, Katharine F.	13th Ave. P.	V. Principal	466 High st.
Dunnell, Anna C.	South 8th St. P.	"	84 Linden ave., Blmf'd
Durand, S. Eveline.	18th Ave.	Assistant...	424 Washington st.
Dusenberry, Emily T.	18th Ave.....	"	86 Orchard st.
Eagles, Annie McLeod.	Central Ave....	Assistant...	273 High st.
Eagles, Jane E.	Summer Ave....	Kindergar'n Directress	115 Montclair ave
Egbert, Edna C.	Morton St.....	Assistant...	675 Bergen st.
Egner, Lena E.	15th Ave.	"	1015 Broad st.
Elder, L. Louise.	South 8th St....	"	96 South 11th st.
Ellis, Griselda.	Camden St.	"	209 South 6th st.
Ellis, Mame.	13th Ave.	"	32 13th ave.
Ellyn, Lizzie.	Lafayette St....	"	21 Nelson pl.
Elston, Lois F.	Monmouth St....	"	156 Barclay st.
Enders, J. Virginia.	Camden St.....	H'd Assn't..	141 Bank st.
Eunson, Sarah A.	18th Ave.....	Assistant...	36 Elizabeth ave.
Everding, Katharine A.	Ann St.....	"	435 High st.
Evers, Lula B.	Monmouth St....	"	Nutley, N. J.
Fairlie, Euphemia L.	William St.....	Kindergar'n Assistant.	169 Roseville ave.
Farmer, Florence V.	Elliot St.....	Assistant...	89 Fourth ave.
Farmer, Grace E.	Burnet St.....	Kindergar'n Directress.	89 Fourth ave.
Farrington, Horace P.	Manual Training	Special.....	58 Court st.
Fawcett, Sara A.	Drawing Teacher	"	481 Broad st.
Felts, Florence.	13th Ave.....	Assistant...	51 Howard st.
Ferguson, Charlotte M.	Hamburg Pl....	"	376 Summer ave.
Field, Josephine A.	High.....	2d Assistant	307 Belleville ave.
Fine, Carrie H.	Central Ave....	Assistant...	26 Summit st.
Finn, Agnes C.	Ann St.....	"	117 Madison st.
Finter, Emma.	Oliver St. P....	V. Principal	125 Prospect st.
Fithian, Emma I.	Ann St.....	Assistant...	41 Pacific st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Fitzgerald, Jennie B.....	18th Ave.....	Assistant...	182 Brunswick st.
Fletcher, Alice M.....	Elliot St. G....	V. Principal	183 Fairmount ave.
Florence, Ella.....	Webster St.....	Kindergar'n	
		Assistant.	2381 1/2 Belleville ave.
Force, Frances C.....	Camden St.....	Assistant...	16 Thomas st.
Forman, George.....	South 10th St....	Principal...	202 South 6th st.
Forster, Millie A.....	High.....	1st Assistant	275 6th ave.
Fort, Fred W.....	Hamburg Pl....	Principal...	33 South 10th st.
Foxcroft, Jennie I.....	State St.....	Assistant...	13 Carteret st.
Freeland, Marietta H....	Miller St.....	Kindergar'n	
		Directress.	227 Fairmount ave.
Freeman, L. Edna.....	Oliver St.....	Assistant...	81 New York ave.
French, Rachel E.....	South 8th St....	"	65 South 11th st.
Fuller, Cora E.....	15th Ave.....	"	13 Norwood st., Vails.
Fuller, Grace E.....	South 10th St....	"	102 Thomas st.
Fussell, Anna E.....	South 10th St....	"	31 Lombardy st.
Ganong, Lillian A.....	South Market St.	Assistant...	Sanford st., Vailsburg.
Garrabrant, Anna L.....	" Franklin".....	1st Assistant	29 North 9th st.
Gauch, Lizzie E.....	Elliot St.....	"	147 Mt. Prospect ave.
Geissele, E. Elise.....	Hamburg Pl....	Assistant...	168 Polk st.
Gemar, Jennie A.....	Hamburg Pl....	1st Assistant	203 Main st., E. O.
Geppert, Agnes C.....	Walnut St.....	Assistant...	20 Mercer st.
Geppert, Doris.....	Wickliffe St....	"	20 Mercer st.
Geraghty, Linda M.....	Morton St.....	"	139 Monmouth st.
Geraghty, Mary.....	South St.....	"	227 Mulberry st.
Giffin, Clarence S.....	High.....	1st Assistant	216 North 6th st.
Gilbertson, Mary E.....	Waverly Ave....	Assistant...	227 Fairmount ave.
Gillott, Jessie.....	Central Ave....	"	32 6th ave.
Gillott, Mrs. M. Augusta.	Lock St.....	V. Principal	32 6th ave.
Gilman, F. G.....	High.....	1st Assistant	774 Highland ave.
Gilmour, Katharine E....	Summer Ave....	Assistant...	76 Beach st., Arlingt'n
Gleason, Charles H.....	Summer Ave....	Principal...	104 4th ave.
Gleason, Charles H., Jr...	"Franklin".....	Assistant...	104 4th ave.
Glover, Flora I.....	South Market St.	1st Assistant	366 High st.
Gogl, Claribel.....	"Franklin".....	Assistant...	187 Broad st.
Gogl, Emma L.....	Webster St.....	"	187 Broad st.
Gore, Belle M.....	"Franklin" G....	V. Principal	310 Summer ave.
Gould, Caroline N.....	15th Ave.....	Kindergar'n	
		Directress.	428 Plane st
Gould, Francis V.....	South 8th St....	Assistant...	50 9th ave.
Gould, Minnie D.....	Roseville Ave....	"	155 Second st.
Graham, Ada.....	Charlton St.....	"	161 Somerset st.
Graham, Margaret D....	Camd'n St. Annex	Kindergar'n	144 Ward st.
		Assistant..	Paterson, N. J.
Graham, Lucy.....	Waverly Ave....	V. Principal	161 Somerset st.
Greene, Clara W.....	High.....	"	17 West Park st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Grice, Edith E.....	North 7th St....	Assistant...	443 Seventh ave.
Griffin, Olive M.....	South 10th St....	"	71½ Plane st.
Grill, Caroline L.....	Newton Street....	"	211 Fairmount ave.
Grork, Genevieve S.....	High.....	1st Assistant	274 Parker st.
Grover, Isabel G.....	Washington St..	Assistant...	97 Court st.
Haddow, Agnes.....	Webster Street..	Assistant...	121 Second ave.
Haddow, Elizabeth G....	Hamburg Pl....	Kindergar'n	
		Assistant..	121 Second ave.
Hahn, Minnie T.....	Thirteenth Ave..	Assistant...	122 Newton st.
Haines, Alice B.....	Fifteenth Ave...	"	34 Franklin st.
Haines, Florence L.....	Monmouth St....	H'd Ass'nt..	34 Franklin st.
Hall, Juliet N.....	South Street....	Assistant...	155 Elizabeth ave.
Hallidy, Ruth L.....	Eighteenth Ave.	Kindergar'n	
		Assistant..	Nutley, N. J.
Hamel, Georgiana.....	Webster St.....	Assistant...	250 Garside st.
Hampton, Belle.....	Newton St.....	"	351 Plane st.
Hand, Lydia W.....	Morton St.....	"	Orange ave., Irvington
Hanson, F. H.....	Lawrence St....	Principal...	141 Heller parkway.
Hardin, Elizabeth.....	High.....	2d Assistant	361 Summer ave.
Haring, Frances M.....	Summer Ave.....	1st Assistant	174 Summer ave.
Harlow, Julia A.....	Roseville Ave...	Assistant...	336 Clifton ave.
Harper, Louise.....	Elizabeth Ave...	"	424 Belmont ave.
Harrington, Stella S....	Ann St.....	Kindergar'n	
		Assistant..	50 New st.
Harris, Ada Van Stone...	Superv. of Prim.		
	Sch. and Kindg.	Special.....	448 Broad st.
Harrison, Harriet N.....	Normal & Train'g	Kindergar'n	
		Directress	92 Sheffield st.
Harrison, Mary M.....	South Tenth St..	Assistant...	Box 178. Montcl'r, N. J.
Hartpence, Leora A.....	"Franklin".....	"	234 Clifton ave.
Hartstall, Rose.....	Morton St.....	H'd Ass'nt..	20 Court st.
Harvey, Elizabeth W.....	Lafayette St....	Assistant...	7 Center st.
Hascall, Theodorus B....	High.....	1st Assistant	291 Belleville ave
Haskell, Mary G.....	South St.....	Assistant...	5 Clay st.
Hatcher, Ida M.....	Oliver St.....	1st Assistant	182 South Seventh st.
Haulenbeck, Caroline Y...	"Franklin".....	Assistant...	77 North Eleventh st.
Haughwout, Adelle.....	Lafayette St....	"	73 South st.
Hay, Harriet E.....	Livingston St...	"	48 Gray st.
Healy, M. Adelaide.....	Oliver St.....	"	70 Brunswick st.
Healy, Ruth E.....	Miller St.....	1st Assistant	70 Brunswick st.
Hegeman, Georgia.....	Waverly Ave....	Assistant...	75 Avon ave.
Hegeman, Jeannette....	Charlton St....	"	75 Avon ave.
Heineken, W. L.....	Charlton St.....	Principal...	113 Hillside ave.
Henderson, Annie.....	Hamburg Pl....	Assistant...	23 Chestnut st.
Henderson, Elizabeth....	Lawrence St....	"	15 Clark st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Hennion, Mary P	Summer Ave...	Assistant...	320 Belleville ave.
Henry, Belle	Morton St.	"	85 Wickliffe st.
Henson, Ellen A.	Roseville Ave...	"	165 North Sixth st.
Herbst, Helen	Charlton St	V. Principal	669 Hunterdon st.
Hess, Hattie I.	Monmouth St ...	Assistant...	74 Elizabeth ave.
Hevey, Agnes B.	Eighteenth Ave.	"	45 Sixth ave.
Hewitt, Margaret L.	High	3d Assistant	280 Garside st.
Hicks, Grace D	Ann St.	Assistant...	316 Sussex ave.
Hill, Laura E.	Camden St.	"	40 Nelson pl.
Hill, Lillie A.	Camden St.	"	40 Nelson pl.
Hill, Nellie	High	1st Assistant	81 North Ninth st.
Hilton, Mary L.	South 10th St ...	"	247 South Eighth st.
Hochkins, Carrie E.	Fifteenth Ave...	Assistant...	253 South Eighth st.
Hodges, Georgia A.	Webster St.	Kindergar'n	
		Directress	264 Garside st.
Hoememann, Wilhelm B.	South St.	Principal...	37 Avon ave.
Hogan, Maud G.	Warren St	Assistant...	75 Warren st.
Holloway, Julia S.	Morton St.	"	208 Plane st.
Hollum, Margaret	Central Ave. P.	V. Principal	175 James st.
Holmes, Alice M.	Summer Ave...	Assistant...	469 Summer ave.
Hopler, E. Mabel	Ann Street	"	80 New st
Hoppaugh, Abbie J	Walnut St.	"	29 Cottage st.
Hopping, Susie C.	Ann Street	V. Principal	51 Hollywood av., E. O.
Horn, Matilda	Monmouth St ...	H'd Ass'nt..	66 Sherman ave.
Horter, Lena M.	Waverly Ave...	Assistant...	42 Barclay st.
Hovey, E. O.	High	Principal...	2 Lombardy st.
Howard, Anna M.	Thirteenth Ave..	Assistant...	180 Second st.
Howard, Marie N	Marshall St.	"	12 Court st.
Howell, Lydia E.	Camden St. An..	"	Peapack, N. J.
Howell, Pamela	Manual Training	Special....	120 Third ave.
Hunt, Laura E.	Morton St.	Assistant...	174 Bank st.
Hutchings, Carrie C.	Walnut St.	H'd Ass'nt..	16 Elm st.
Hutchings, Emma L.	Newton St. P....	V. Principal	South Orange, N. J.
Hutman, Florence E.	James St. Ind...	Assistant...	31 Gillette pl.
Hymes, Sara L	So. Market St...	"	43 Clinton st.
Iilff, C. Blanche	Hamburg Pl	Assistant...	26 Camp st.
Ingalsbe, Caroline A.	18th Ave. P....	V. Principal	50 East Kinney st.
Issler, Emma A	Morton St. P....	"	32 Nelson pl.
Jackson, Florence	High	1st Assistant	25 Plymouth st., M'tcl'r
Jenkinson, Harriet K.	State Street....	Assistant...	24 Baldwin st.
Johnson, Alice E.	So. Market St. P.	V. Principal	96 Ridgewood ave.
Johnson, Caroline	Eighteenth Ave.	Assistant...	278 Academy st.
Johnson, Harriette E.	Fifteenth Ave...	Assistant...	39 Grant st.
Johnson, Jane E.	Normal & Train'g		
	Normal Dep't.	V. Principal	19 Bathgate pl.

TEACHERS—CONTINUED

NAME.	SCHOOL.	RANK.	ADDRESS.
Johnson, Maude A.....	Burnet Street...	Assistant...	Verona, N. J.
Johnson, Mrs. M. Louisa..	James St. Ind...	"	638 Warren st.
Johnson, Nellie B.....	South 10th St. . .	"	69 Warren st.
Jolley, Josephine F.....	Washington St..	"	48 South st.
Jones, Laura.....	Hamburg Pl.....	Assistant...	204 New st.
Jones, Letitia M.....	Morton St.....	Kindergar'n	
		Assistant...	223 Roseville ave.
Joralemon, Rachel K.....	Summer Ave. P.	V. Principal	316 Summer ave.
Kachline, Susan A.....	Fifteenth Ave...	Assistant...	219 Fairmount ave.
Kaiser, Carrie A.....	Camden St.....	"	227 Fairmount ave.
Keene, Ednah J.....	Bruce St.....	"	51 Thirteenth ave.
Keller, Caroline.....	Elizabeth Ave..	"	192 Garfield pl., B'klyn
Kelley, Florence C.....	South 10th St...	"	347 Hunterdon st.
Kempe, Augusta.....	Monmouth St....	"	1321½ Court st.
Kempf, Emily M.....	Thirteenth Av.G.	V. Principal	112 Bleecker st.
Kennedy, J. Wilmer.....	Miller St.....	Principal...	3 Emmet st.
Kennedy, Thomas F.....	High	1st Assistant	146 Garside st.
Kenny, Olive.....	Roseville Ave...	Kindergar'n	
		Assistant...	219 Sixth ave.
Kerns, M. Lizzie.....	Burnet St.....	1st Assistant	21 Halsey st.
Keyler, Lillian.....	Bruce St.....	Assistant...	144 Camden st.
Kiesewetter, Dora.....	Morton St.....	Kindergar'n	
		Assistant...	148 Monmouth st.
Kingston, Emma A.....	Ridge St.....	Assistant...	581 Summer ave.
Kinney, Anna W.....	Manual Training	Special.....	266 Mt. Pleasant ave.
Kinsey, Elizabeth D.....	Miller St.....	Assistant...	10 South st.
Kirk, Evelyn.....	Commerce St...	"	Riverside ave.
Kirkpatrick, Mary D.....	Ann Street.....	"	100 Pacific st.
Kitchell, Agnes.....	Webster St.....	Principal...	125 Broad st.
Kitchen, Jennie V.....	South 8th St....	Assistant...	253 South Tenth st.
Kohl, Rosemary A.....	South 10th St...	"	199 Morris ave.
Koyt, Berta A.....	South 8th St....	"	7 Austin st.
Kreiner, Lillian M.....	Lafayette St...	"	62 Oriental st.
Kussy, Sarah.....	Camden St.....	"	294 Springfield ave.
Law, Daisy M.....	Oliver St.....	Assistant...	24 Mulberry pl.
Lawrence, Mary.....	Burnet St. G....	V. Principal	35 Nichols st.
Lawton, Annie M.....	South 10th St....	Assistant...	98 North Seventh st.
Leary, E. Theresa.....	Lawrence St....	"	83 Columbia st.
Leary, Grace M.....	Morton St.....	"	83 Columbia st.
Leary, Margaret A.....	Monmouth St...	"	83 Columbia st.
Lenox, Margaret M.....	Chestnut St.....	"	19 Goble st.
Lester, Ordella A....	Normal & Train'g	Director of	
		Trn'g Sch. &	
		Tchr of Meth	448 Broad st.
Lewis, Clara H.....	Summer Ave....	Assistant...	414 Summer ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Lewis, Minnie L.....	South Market St.	Assistant...	132 Boyden st.
Leyden, Elizabeth.....	High.....	1st Assistant	371 Summer ave.
Lieb, Augusta C.....	Ann Street.....	Assistant...	22 Chestnut st.
Lindsley, Josie.....	" Franklin ".....	Kindergar'n	
		Directress	Caldwell, N. J.
Lindsley, Kate.....	Hawkins St.....	Assistant...	Caldwell, N. J.
Littell, Bessie M.....	Elliot Street.....	"	151 Garside st.
Lobdell, Lillie I.....	State Street.....	"	71 Belleville ave.
Lockwood, Elsie E.....	South Street....	Kindergar'n	
		Directress	933 Broad st.
Lord, Nellie M.....	South 10th St....	Kindergar'n	
		Directress	149 William st., Or'nge
Loweree, Edith M.....	Eighteenth Ave.	Assistant...	282 Summer ave.
Lowrie, Anna.....	Morton Street....	Kindergar'n	219 Market st.,
		Directress	Paterson.
Ludlow, L. Belle.....	Oliver Street....	Assistant...	139 Sherman ave.
Lunger, Emma F.....	South Market St.	"	37 Burnet Street.
Luther, Agnes V.....	Normal & Train'g	Teacher of	
		Nat. Sci'ce	29 Walnut st.
Lutz, M. Anna.....	North 7th Street	Assistant...	249 North Sixth st.
MacGowan, Jessie E.....	Washington St..	Assistant...	516 High st.
MacGowan, Marietta.....	Morton St. P....	"	516 High st.
MacLauchlan, Kate.....	South Street....	"	933 Broad st.
Maclay, Mary E.....	Oliver Street....	"	312 Summer ave.
Maclure, David.....	Chestnut Street.	Principal...	Stanley rd., S. Orange
Mains, J. Elmina.....	South 10th St..	Assistant...	178 Fourth st.
Manning, Fanny H....	Bruce Street....	Kindergar'n	
		Directress	47 South 10th st.
Marlatt, Nettie A.....	Hamburg Pl....	Assistant...	60 Pacific st.
Martin, Edith O.	Hamburg Pl....	"	16 Oak st.
Martin, Isadora.....	So. Market St..	Kindergar'n	
		Directress	14 Saybrook pl.
Martin, May Axford.....	Oliver Street ...	Assistant...	112a Pennsylvania av.
Martin, S. May.....	Bruce Street....	V. Principal	16 Oak st.
Marvin, Amy H.....	Miller Street....	Assistant...	83 Vanderpool st.
Mathews, B. C.....	High Street....	1st Assistant	36 Kearny st.
May, Mona M.....	North 7th Street	Assistant...	55 Ninth ave.
McClelland, Annie H....	South 10th Street	"	163 Fairmount ave.
McClelland, Helena....	Fifteenth Ave..	"	163 Fairmount ave.
McClure, Joanna M.....	Thirteenth Ave.	"	61 South Tenth st.
McClure, Rebecca.....	Newton Street..	1st Assistant	61 South Tenth st.
McCrea, Mary B.	Chestnut Street.	Assistant...	104 Thirteenth ave.
McDonald, Katherine....	Burnet Street....	"	131 Plane st.
McDonald, Mary.....	Commerce St....	"	368 New st.
McDonald, Sarah E.....	South Eighth St.	"	11 Milton st.
McElhose, Harriet E....	Ann Street.....	"	28 Brill st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
McIntyre, Adelina.....	Colored.....	Assistant...	69 Plane st.
McIntyre, Stella E.....	State Street....	Kindergar'n Directress	254 Mt. Pleasant av
McKee, Jane E.....	Bruce Street....	Assistant...	213 Fairmount ave.
McLaughlin, Emilie W...	Hawkins Street.	"	28 Orleans st.
McLeod, Eunice A.....	Ridge Street....	V. Principal	66 Taylor st.
McNary, Edna M.....	High.....	Teacher of Phys. Cult.	17 West Park st.
McNeill, Mary A.....	North 7th St. P..	V. Principal	16 Gould ave.
McVey, Eva C.....	South Street....	Assistant...	164 Orchard st.
McVey, Louise G.....	Chestnut Street.	"	164 Orchard st.
McWhood, Virginia L...	Morton Street...	"	485 Orange st.
Meeker, Sarah L.....	Lafayette Street	"	78 Brunswick st.
Melick, Evangeline.....	Warren Street..	"	223 Clifton ave.
Melloy, M. Katharyn...	Bruce Street....	"	197 High st.
Memmott, Charlotte B...	Waverly Avenue	"	101 South Ninth st.
Mercereau, Lou B.....	Elliot St.....	Assistant...	774 Highland ave.
Merry, Grace.....	Normal & Train'g	Model and Critic.	19 Lombardy st.
Merry, Sara E.....	Burnet St.....	Assistant...	19 Lombardy st.
Meyer, Ida B.....	Thirteenth Ave..	"	12 Sidney pl.
Meyer, Isabel.....	Fifteenth Ave....	"	25 Hayes st.
Mezger, Robert.....	High.....	1st Assistant	295 Garside st.
Mikels, Jessie B.....	" Franklin ".....	"	230 Garside st.
Millen, Emma.....	South 8th St....	Assistant...	220 Garside st.
Miller, Adelaide D.....	Central Ave.....	"	137 Bank st.
Miller, Annie M.....	Chestnut St. P..	V. Principal	33 Orchard st.
Miller, Carolina D.....	Washington St...	Assistant...	137 Bank st.
Miller, Mattie M.....	Walnut St.....	"	214 Fifth st.
Mills, Lydia A.....	Lafayette St....	"	54 Elizabeth ave.
Milzeg, Marie R. E.....	Thirteenth Ave..	"	24 Newton st.
Mock, Clara E.....	William St.....	"	27 Hill st.
Mock, Kate E.....	Thirteenth Ave..	1st Assistant	27 Hill st.
Moffat, Mrs. Ada T.....	Hawthorne Ave.	Assistant...	573 Summer ave.
Monaghan, Bartholomew F	Morton St.....	V. Principal	107 Barclay st.
Moore, Elizabeth.....	Eighteenth Ave..	Assistant...	96 Sherman ave.
Moore, Elizabeth N.....	Hamburg Pl....	"	41 Essex st.
Moore, Hannah.....	Lafayette St G..	H'd Ass'nt..	118 Miller st.
Moore, M. Alice.....	Miller St.....	Assistant...	325 Summer ave.
Moore, Sarah C.....	Oliver St.....	"	41 Essex st.
Moorhouse, Mary J.....	Lafayette St. G..	V. Principal.	221 Mulberry st.
Morehouse, Carrie E.....	Miller St. P.....	"	70 Murray st.
Morgan, Emma.....	Newton St.....	1st Assistant	18 Mercer st.
Morgan, Maria E.....	Central Ave. G..	V. Principal.	122 North Sixth st.
Morgan, William L.....	High.....	1st Assistant	136 Lincoln ave.
Morris, Laura B.....	Thirteenth Ave..	Kindergar'n Directress.	209 Broad st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Morris, M. Jennie.....	Miller St. G.....	V. Principal.	132 Pennsylvania ave.
Morris, Sara W.....	Ann St.....	Assistant. .	9 Napoleon st.
Mulford, Wilma.....	Charlton St.....	"	59 Taylor st.
Mullison, Harriet W.....	Clover St. Ind..	"	145 1/2 Elizabeth ave.
Murphy, Eliza.....	Summer Ave. G.	V. Principal.	377 Summer ave.
Myer, Eva.....	State St.....	"	342 Roseville ave.
Myers, Florence.....	Bruce St.....	Kindergar' n	
		Assistant. .	15 Sidney pl.
Navatier, Theresa C.....	Elizabeth Ave..	Assistant. .	43 Stratford pl.
Nebinger, Mary G.....	Fifteenth Ave..	V. Principal.	504A Washington st.
Negles, Anna M.....	So. Market St...	Assistant. .	158 Jefferson st.
Nichols, Florence.....	Elizabeth Ave..	"	62 Sherman ave.
Nichols, Kate.....	Hawkins St.....	"	170 Mt. Prospect ave.
Nichols, Margaret A.....	Wickliffe St...	Kindergar' n	
		Directress.	170 Mt. Prospect ave.
Nichols, Mary W.....	Summer Ave....	Assistant. .	355 Summer ave.
Nicoll, Daisy O.....	William St.....	"	289 High st.
Noble, Josephine L.....	Webster St. . .	"	336 Seventh ave.
Noe, S. Elizabeth.....	Chestnut St. An'x	"	3 Sherman ave.
Oakley, Edith L.....	Monmouth St....	Assistant. .	15 South st.
O'Connor, Florence E....	Hawkins St.....	"	215 Washington st.
O'Gorman, Mrs. Elizab'th K	Summer Ave....	"	104 Broad st.
Olds, Almeda M.....	Washington St..	"	68 Court st.
Oliver, Hattie L.....	Webster St.....	"	65 Oriental st.
O'Rourke, Mary A.....	Bruce Street....	"	110 Elm st.
Ortland, Emma E.....	Eighteenth Ave..	"	43 West st.
Osborn, E. Gertrude.....	North 7th St....	Kindergar' n	
		Directress	10 Gould ave.
Overgne, Louise C.....	Livingston St...	Assistant. .	20 Miller st.
Overgne, M. Theresa.....	Monmouth St....	"	20 Miller st.
Parker, Isabel A.	Burnet Street...	Assistant. .	21 Halsey st.
Parker, Mary M.....	South Street....	"	121 South Ninth st.
Parmly, Elizabeth G.....	North 7th St. . .	"	177 North Seventh st.
Parmly, Maude.....	Marshall St. . .	"	177 North Seventh st.
Peal, Amelia E.....	Thirteenth Ave..	"	269 Mt. Prospect ave.
Peal, E. Alberta.....	Monmouth St....	"	46 Mercer st.
Peck, Adelaide.....	Miller Street....	1st Assistant	122 Brunswick st.
Peer, E. Jane.....	Eighteenth Ave..	"	127 Arlington st.
Pendleton, Mrs. Anne I..	Livingston St...	Assistant. .	34 Centre st.
Periam, Annina.....	North 7th St....	"	55 Roseville ave.
Perry, Alice B.....	South 8th St....	"	Rutherford, N. J.
Peters, Minnie L.....	Webster St.....	"	50 Mt. Pleasant ave.
Pettit, Hattie L.....	South 10th St....	"	41 Fifth ave.
Pfennigwerth, H.....	Manual Training	Special.....	1113 Park ave., N. Y.
Pfister, Elizabeth E.....	North 7th St....	Assistant. .	215 North Sixth st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Phillips, Charlotte T.....	South Street.....	Assistant...	40 Camp st.
Pickwick, Eli, Jr.	Director Manual Training	Special.....	257 North Sixth st.
Pierson, Eliza H.....	Lawrence St.....	Assistant...	221 Mulberry st.
Pinckney, Bess L.....	Elliot Street....	"	262 Mt. Pleasant ave.
Pomeroy, Rosamond	Camden Street Annex	Kindergar'n Directress	253 Littleton ave.
Porsch, Marie	Camden St.....	Assistant...	463 South Fifteenth st.
Potter, S. Emily... ..	Washington St. P	V. Principal	51 Washington ave.
Price, Lillian L.....	Normal & Train'g	Model and Critic	58 Court st.
Price, Mary H.....	Monmouth St....	Assistant...	79 Third ave.
Pullin, Charlotte I.....	South Market St.	1st Assistant	28 Lemon st.
Putnam, Adelaide G.....	Newton St.....	Assistant...	66 Oriental st.
Putnam, Ella E.....	High.....	1st Assistant	66 Oriental st.
Raphael, Caroline R.....	South 10th St....	Assistant...	310 High st.
Rasch, Margaret A.....	Eighteenth Ave.	"	167 Boyd st.
Reeve, Ella A.....	Hamburg pl....	"	85 Broad st.
Reeve, Frances M.....	Eighteenth Ave.	"	33 Columbia st.
Reeve, M. Emma.....	Burnet Street....	"	9 Linden st.
Reeve, Virginia R.....	State Street....	"	89 New st.
Reeves, Florence M.....	Morton Street...	"	88 Wright st.
Reuck, Edith H.....	Bruce St.....	Assistant...	102 Halsey st.
Reuck, S. Alberta.....	State St.....	"	102 Halsey st.
Richards, Lucy A.....	Elliot St.....	"	464 Summer ave.
Richards, Mary E.....	Hamburg Pl....	"	41 Essex st.
Richards, Mary H.....	High.....	1st Assistant	464 Summer ave.
Richardson Florence.....	Elliot St.....	Assistant...	299 Washington ave.
Richardson, Marion.....	Chestnut St....	"	13 Pennsylvania ave.
Richter, Marietta	South Market St.	"	68 Mt. Pleasant ave.
Riker, Julia E.....	Eighteenth Ave.	Kindergar'n Assistant.	257 Mt. Pleasant ave.
Roalefs, Christiana.....	Monmouth St....	Assistant...	138 Fourth ave.
Robertson, Jennie M.....	Fifteenth Ave....	"	47 Crawford st.
Roche, Kate.....	Oliver St.....	"	39 Chestnut st.
Rodamor, Elizabeth.....	Walnut St.....	"	99 Wright st.
Romaine, Mary E.....	Elizabeth Ave....	Principal...	23 Chestnut st.
Romer, Clara E.....	Warren St.....	Assistant...	144 Garside st.
Rose, L. Hilda.....	Livingston St....	"	86 Vanderpool st.
Rose, Belle R.....	James St. Ind....	Kindergar'n Assistant.	58 Chester ave.
Rowden, Phoebe J.....	Elizabeth Ave....	Assistant...	43 Pennington st.
Rudd, Annie C.....	Summer Ave....	"	114 Summer ave.
Rusling, M. Louise.....	Summer Ave....	Kindergar'n Assistant.	173 Mt. Pleasant ave.
Russell, Sadie G.....	Hamburg Pl....	Assistant...	160 Orchard st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Ryer, Gertrude E.	South 8th St.	1st Assistant	14 Warren st.
Ryerson, Florence.	North 7th St.	Assistant ...	392 Bl'mf'd av., Mtlr.
Safford, Charles L.	High.	1st Assistant	48 Park pl.
Safford, John H.	High.	"	48 Park pl.
Sandy, William C.	High.	"	262 North 6th st.
Sargeant, Ada E.	" Franklin"	Assistant ...	224 Clifton ave.
Savacool, Emma.	Elizabeth Ave. ...	"	773 Summer ave.
Sayre, Ann E.	Warren St.	Principal ...	368 Bank st.
Sayre, E. Louise.	" Franklin"	Assistant ...	186 Belleville ave.
Sayre, Laura B.	Camden St.	V. Principal	7 Hollywood av., E. O.
Sayre, Mrs. Laura H.	Lawrence St.	Assistant ...	2 Lombardy st.
Scarlett, Anna.	Warren St.	"	56 South 11th st.
Scarlett, Augustus.	South 8th St.	Principal. ...	56 South 11th st.
Scarlett, Sarah B.	Roseville Ave. ...	"	56 South 11th st.
Schenck, Bessie C.	North 7th St.	Assistant ...	70 South 11th st.
Schenck, Hattie O.	High.	3d Assistant	84 Delavan ave.
Schieck, Carrie D.	Fifteenth Ave. ...	Assistant ...	94 State st.
Schulte, Otto H.	Morton St.	Principal. ...	Ward pl., S. O.
Schulz, Stephanie M.	Charlton St.	Kindergar'n Assistant.	169 Belmont ave.
Schwab, Millicent.	Morton St.	Assistant ...	498 Washington st.
Schwitzgale, Amelia.	Warren St.	"	194 Spruce st.
Scott, Grace.	North 7th St.	"	19 Humboldt st.
Selover, Edna W.	Chestnut St.	Kindergar'n Directress	Rahway, N. J.
Sexton, E. K.	Ann St.	Principal ...	64 Ninth ave.
Shattuck, Melissa M.	Hamburg Pl.	Kindergar'n Directress	231 Prospect st., E. O.
Shepard, Clara A.	High.	2d Assistant	46 Prospect st., E. O.
Shepard, Edwin.	Oliver St.	Principal ...	25 Osborne ter.
Sherman, Allton H.	High.	1st Assistant	104 Cleveland st., O'ge.
Sherwood, Mrs. Isadore M.	High.	"	3 Linden st.
Simpson, Amy.	" Franklin"	"	7 Eighth ave.
Skinner, M. Adaline.	South 10th St. ...	Assistant ...	144 Union st.
Sloan, Mrs. Grace R.	South Street. ...	"	29 Vanderpool st
Smalley, Flora E.	Newton Street. ...	"	219 Littleton ave.
Smalley, Nellie L.	Chestnut Street. ...	"	963 Broad st.
Smith, Mrs. C. L. D.	South 10th St. G. ...	V. Principal	144 Monmouth st.
Smith, Emma J.	Chestnut St. G. ...	"	55 Emmet st.
Smith, Mrs. Fannie W.	Newton St. G. ...	"	113 So. Eleventh st.
Smith, H. Isabel.	" Franklin"	Assistant ...	289 Broad st.
Smith, Ida E.	Morton St.	H'd Assn't.	107 Thirteenth ave.
Smith, Ida M.	South Street. ...	Assistant ...	730 Lake st.
Smith, Leona C.	Fifteenth Ave. ...	"	116 Water st., P. Amb'y
Smith, Martha E.	South 10th St. ...	"	227 Fairmount ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Smith, Miriam A.....	High	3d Assistant	378 High st.
Smith, Sara E.....	"Franklin"....	Kindergar'n Assistant	181 High st.
Sonn, George C.....	High.....	1st Assistant	285 Belleville ave.
Sonn, Lydia K.....	Burnet Street..	Assistant...	71 Bellevill'e ave.
Spaeth, J. Belle.....	Burnet Street..	Kindergar'n Assistant	29 Orleans st.
Speer, Agnes C.....	Morton Street..	Assistant...	45 Astor st.
Speer, Matilda J.....	Eighteenth Ave	1st Assistant	45 Astor st.
Spencer, Mary B.....	Commerce St...	Assistant...	51 Chester ave.
Spinning, Maria L.....	Morton Street..	1st Assistant	33 Franklin st.
Squire, M. Irene.....	Monmouth St...	Assistant...	26 Nelson pl.
Stansbury, Mrs. Lydia D.	Ann Street.....	"	53 Nichols st.
Steele, Fannie.....	Oliver Street...	1st Assistant	128 Monmouth st.
Steele, Susie.....	Oliver Street G.	V. Principal	128 Monmouth st.
Stein, Jennie B.....	Livingston St..	Assistant...	42 S. Twelfth st.
Stephens, Carrie V.....	Superv. Teacher of Sewing....	Special.....	899 Broad st.
Stevens, M. Leanora....	Camden Street..	Assistant...	123 Littleton ave.
Stewart, Mrs. Annie L....	Warren Street..	"	11 Lemon st.
Stickney, M. Ada.....	Morton Street..	"	140 Wickliffe st.
Stites, Dora A.....	Lafayette St. P.	V. Principal	258 Clinton ave.
Stohr, Nathalie L.....	Newton St. An'x	Kindergar'n Directress	127 Glenwood av., J.C.
Straus, Amelia.....	Morton Street..	Assistant...	28 Central ave.
Stringer, Elizabeth M....	Washington St.	"	51 Avon ave.
Stull, Hetty E.....	Summer Ave...	"	104 Fourth ave.
Sturgis, Emma M.....	State Street....	H'd Ass'nt.	198 Plane st.
Sutphen, Julia A.....	Miller Street...	Assistant...	52 Elizabeth ave.
Sweasy, M. Augusta.....	Marshall Street.	V. Principal	113 South Eleventh st.
Swett, L. Ethel.....	South Tenth St.	Assistant...	Second st., S. O.
Symons, Evelyn S.....	Oliver Street...	"	184 Walnut st.
Taft, Grace R.....	Walnut Street..	Assistant...	76 Cottage st., J. C.
Taylor, Arthur V.....	High	1st Assistant	263 North Sixth st.
Taylor, Fannie.....	Livingston St..	Assistant...	104 Bloomfield ave.
Taylor, Florence.....	South 8th St...	"	52 Roseville ave.
Taylor, George O. F.....	Central Avenue	Principal...	241 Sixth ave.
Taylor, Sarah G. A.....	Morton St. G...	V. Principal	34 Elizabeth ave
Teed, M. Elizabeth.....	S. 10th St. An'x	Assistant...	175 Bank st.
Terwilliger, J. Alice.....	Newton Street..	"	194 South Sixth st.
Terwilliger, J. L.....	Newton Street..	Principal.	194 South Sixth st.
Thatcher, C. S.....	High.....	1st Assistant	364 Clifton ave.
Thomas, Emily B.....	Colored.....	Assistant...	170 Plane st.
Thompson, Alice M.....	North 7th St...	"	66 N. 19th st., E. Or'ge
Thompson, Hattie.....	Eighteenth Ave	"	102 Pennsylvania ave.
Thompson, Marion.....	Fifteenth Ave..	"	415 Morris ave., Eliz.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Thompson, Nellie B.	Washington St..	1st Assistant	102 Pennsylvania ave.
Thowless, Florence R.	Waverly Ave.	Assistant. . .	255 Fourth st.
Thurber, Harriet L.	Oliver St.	Kindergar'n	
		Assistant. .	55 Pennington st.
Thurber, Lewis W.	Lafayette St.	Principal. . .	121 Third ave.
Tillard, Albertina G.	Roseville Ave.	Assistant. . .	253 Roseville ave.
Tillou, Alice.	Oliver St.	Kindergar'n	
		Directress	Lyons Farms, N. J.
Titus, Ida M.	North 7th St.	H'd Ass'tn..	46 North Ninth st.
Tobey, Carrie E.	Elliot St.	Kindergar'n	
		Directress.	31 Kearny st.
Tompkins, Mrs. Anna M. .	Fifteenth Ave. . .	Assistant. . .	246 Clifton ave.
Tompkins, Florence.	Newton St.	"	37 Lincoln ave.
Tompkins, Nanna M.	Morton St.	"	38 Emmet st.
Townley, Elizabeth M. . .	Charlton St.	"	36 Emmet st.
Townley, Flora D.	Fifteenth Ave. . .	Kindergar'n	
		Assistant. .	80 Sandford st., E. O.
Tucker, Florence L.	Walnut St.	Kindergar'n	
		Assistant. .	144 Elm ave., Rahway
Umbach, Minnie L.	Miller Street.	1st Assistant	Summit, N. J.
Uppercu, Mary L.	High.	3d Assistant	256 South Eighth st.
Urick, William P. B.	So Market St.	Principal. . .	244 Lafayette st.
Utter, Addie L.	Morton St.	Assistant. . .	112 Green st.
Utter, Ella D.	So. Market St. . .	"	112 Green st.
Van Duyne, Mabel.	Elliot St.	Kindergar'n	
		Assistant. .	246 Summer ave.
Van Houten, Lizzie L. . .	Monmouth St. . .	Assistant. . .	84 Avon ave.
Van Ness, E. May.	Newton St.	"	169 Brunswick st.
Van Ness, Helen M.	Monmouth St.	"	136 Monmouth st.
Van Nest, Harriet E. . . .	Hamburg Pl.	"	165 Jeliff ave.
Van Syckel, Rachel E. . .	Elliot Street.	"	3 S. Grove st., E. O.
Vieser, Susie H.	Waverly Ave.	"	491 High st.
Voget, Arnold.	Camden St.	Principal. . .	336 Waverly ave.
Von Seyfried, Sophie E. .	High.	2d Assistant	1199 Broad st.
Vreeland, Mrs. Agnes A. .	Central Ave.	Assistant. . .	54 South Seventh st
Vreeland, M. Louise.	Livingston St. . .	V. Principal	128 Garside st.
Wade, Mrs. Annie H.	Lawrence St.	Assistant. . .	132 Congress st.
Walker, Sarah P.	Elliot Street.	"	506 Summer ave.
Ward, Mary E.	So. Market St. G.	V. Principal	91 South Tenth st.
Ward, Maude D.	Charlton St. . . .	Kindergar'n	
		Directress.	145 Monmouth st.
Ware, Harriet E.	Commerce St.	"	31 Ninth ave.
Watson, Ella M.	Newton St. Ann'x	Kindergar'n	
		Assistant. .	133 Clifton ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Watson, Mary H.....	High	2d Assistant	137 Court st.
Webb, Martha L.....	Wickliffe St.....	Assistant...	537 Railroad ave., Harrison.
Weil, Adeline.....	Fifteenth Ave...	"	12 Cottage st.
Welcher, Carrie May...	Morton Street...	"	246 Walnut St.
Welcher, Ella.....	Hawkins St.....	Kindergar'n Assistant...	246 Walnut st.
Weldon, Elizabeth S.....	Hawkins St.....	Assistant...	280 Mulberry st.
Wenzel, Emma L.....	Ann Street.....	"	136 Prospect st.
Westwood, Mrs. Joseph'e M	Central Ave.....	"	1076 Broad st.
Westwood, Louise.....	Supervisor of Mu- sic	Special	40 Eighth ave.
White, Annie R.....	So. Tenth St. P.	V. Principal	24 Franklin st.
White, Grace D.....	South Market St.	Kindergar'n Assistant.	10 Monticello ave., J.C.
Whittemore, Mrs. Addie B.	Chestnut Street Annex	Assistant...	17 Court st.
Widmer, M. Evelyn.....	State Street.....	"	21 Hillside ave.
Wiener, William.....	High.....	1st Assistant	621½ Nelson pl.
Wiggin, Abbie E.....	High.....	"	81 North Ninth st.
Williams, Emma R.....	Monmouth St....	Assistant...	38 Warren pl.
Williams, Marion.....	Fifteenth Ave...	"	Eagle R'k rd, W. Or'ge
Willis, Grace A.....	Summer Ave.....	"	377 Summer ave.
Willis, Jennie V.....	Normal & Train'g	Model and Critic	1076 Broad st.
Willis, Sara H.....	Ridge Street	Assistant...	112 Washington ave.
Willis, W. Spader.....	Fifteenth Ave...	Principal...	219 Littleton ave.
Willoughby, Mabel A....	Waverly Ave.....	Assistant...	201 South Eleventhst.
Wilson, Albert B.....	Thirteenth Ave..	Principal...	97 South Tenth st.
Wilson, Helen E.....	South Street.....	Assistant...	228 Orange st.
Wilson, Susie M.....	Newton St.....	"	55 Avon ave.
Winget, Emma G.....	" Franklin".....	Assistant...	15 Col'mbia av, Arl'g'n
Wolf, Emma.....	Lawrence St....	1st Assistant	23 Court st.
Wolfer, Louise B.....	South Tenth St..	Kindergar'n Assistant.	404 Washington st.
Wood, Clara A.....	Lafayette St....	Assistant...	60 Thirteenth ave.
Wood, Mrs. M. Ella.....	Lawrence St....	"	148 Academy st.
Woodward, Emma F.....	Morton St.....	Assistant...	23 Elizabeth ave.
Woolley, Jane.....	Bruce Street....	"	86 Thomas st.
Woolman, Helen R.....	Chestnut St....	"	18 Chestnut st.
Wright, May F.....	South Tenth St..	"	12 Court st.
Wyckoff, Elizabeth.....	North Seventh St	1st Assistant	275 Sixth ave.
Wyckoff, Josephine.....	Elliot Street....	Assistant...	176 Summer ave.
Yawger, Marilla A.....	Morton St.....	Assistant...	371½ Avon ave.
York, Flora.....	Hawkins St.....	"	4 Riverside ave.
Young, Mabel C.....	Lock Street.....	Kindergar'n Assistant.	78 Fourth ave.
Young, Mary A.....	Lafayette St ...	Assistant...	295 East Kinney st.
Zahn, Clara.....	Hawkins St.....	V. Principal	53 South st.

SALARIES.

SCHEDULE

OF

Teachers' Salaries.

GRADE.	TEMPO- RARY.	PERMANENT.	
		1st Year.	Maximum.
HIGH SCHOOL.			
Principal—Male.....			\$2,500 00
First Assistant—Male.....	\$1,400 00	\$1,800 00	*2,000 00
Second Assistant—Male.....	1,200 00	1,250 00	*1,300 00
Vice-Principal—Female.....			2,000 00
First Assistant—Female.....	900 00	1,000 00	*1,200 00
Second Assistant—Female.....	900 00	950 00	*1,000 00
Third Assistant—Female.....	800 00	850 00	* 900 00
Teacher in charge of full division, Senior Class.....			1,500 00
Teachers in charge of German.....			1,500 00

GRADE.	PERMANENT.		
	1st Year.	2d Year.	Maximum.
NORMAL AND TRAINING SCHOOL.			
Principal—Male.....			\$2,300 00
Vice-Principal—Female (N).....			1,300 00
Vice-Principal—Female (T).....	\$700 00		850 00
First Assistant—Female.....			1,100 00
Teacher of Methods and Director of Training.....			1,200 00
Kindergarten Trainer.....			1 000 00
Model and Critic Teacher.....			800 00
Assistant—Female.....	525 00	\$650 00	700 00
GRAMMAR SCHOOLS.			
Principal—Male.....			2,000 00
Vice-Principal—Male.....	1,100 00		1,200 00
Vice-Principal—Female.....	900 00		1,000 00
†Head Assistant—Female.....			800 00
†First Assistant—Female.....			750 00
Assistant—Female.....	475 00	600 00	*650 00

SCHEDULE OF TEACHERS' SALARIES—CONTINUED

GRADE.	PERMANENT.		
	1st Year.	2d Year.	Maximum.
PRIMARY SCHOOLS.			
Principal—Male.....			\$1,500 00
Principal—Male (more than 12 classes).....			1,800 00
Principal—Male (more than 23 classes).....			2,000 00
Principal—Female (12 classes and up-wards).....			1,200 00
Principal—Female (6 classes and up-wards).....			1,000 00
Principal—Female (less than 6 classes).....			850 00
Vice-Principal—Female.....	700 00		800 00
Head Assistant—Female.....			700 00
Assistant—Female.....	475 00	600 00	*650 00
KINDERGARTENS.			
Directress.....	500 00	600 00	*650 00
Assistant.....	475 00	600 00	.....
INDUSTRIAL SCHOOLS.			
Principal—Female (6 classes and up-wards).....			1,000 00
Principal—Female (less than 6 classes).....			850 00
Assistant—Female.....	475 00	600 00	*650 00
COLORED SCHOOL.			
Principal—Male.....			1,500 00
Assistant—Female.....	475 00	600 00	*650 00
SPECIAL.			
Drawing Teacher—Female.....			1,500 00
Supervisor of Primary Schools and Kindergartens.....			1,500 00
Supervisor of Music.....			1,500 00
Teacher of Ungraded School.....			1,200 00
Temporary Kindergarten Directress.....	450 00		.....
Supervising Teacher of Sewing.....			900 00
Supervisor of Manual Training.....			1,600 00
Assistant " " ".....			900 00
† Temporary Assistant.....	3 months	4 months	3 months
(Grammar, Primary and Kindergarten departments—Female).....	at	at	at
	\$35 00	\$40 00	\$45 00

SCHEDULE OF TEACHERS' SALARIES—CONTINUED

EVENING HIGH SCHOOL.

Principal—Male.....	\$70.00 per month
Vice-Principal.....	60.00 per month
Assistants, at rate of.....	60.00 per month

EVENING SCHOOLS.

Principal—Male.....	\$60.00 per month
Vice-Principal.....	45.00 per month
Assistants—Male or Female.....	\$40.00 and \$45.00 per month

DRAWING SCHOOL.

Principal—Male.....	\$750.00 per year
Assistants—Male.....	\$2.50 and \$3.50 per evening

SUBSTITUTES.

High School—Male.....	\$4.00 per day
High School—Female.....	2.50 per day
Grammar Department—Male.....	3.00 per day
Grammar and Primary Departments—Female.....	1.50 per day
Evening High School.....	Salary of regular teacher
Evening School.....	Salary of regular teacher

NOTE—No special salary now paid shall be reduced by reason of this schedule.

† First Assistants and Head Assistants, teaching classes of the highest grade, shall receive \$900 per year while teaching such grade.

‡ Assistants must serve one year as temporary or probationary teachers, upon the completion of which, if satisfactory, they shall enter upon the first year of the permanent grade.

* The maximum salary to be specially granted in each case upon a certificate of the Principal of the school where such an Assistant shall be teaching, said certificate to be endorsed by the City Superintendent.

COURSE OF STUDY.

COURSE OF STUDY.

PRIMARY AND GRAMMAR GRADES.

MATHEMATICS.

Arithmetic is the science of numbers, not the art of "figuring." This art is secondary and subsidiary. Through the study of mathematics, children should acquire a conception of number and dimension, which are the content of the study. They express their conception of this content through the art of "figuring," which constitutes the "Form" of the subject.

Mathematics should introduce the child to an accurate knowledge of the physical world. It should always deal with real things rather than with the signs of things. This is particularly important in the primary grades. The two most common errors in the teaching of arithmetic are, first, the limiting of its application too closely to commercial transactions, thus belittling the science; and second, dealing with figures, characters and signs rather than with real quantities.

In the primary grades all work should be concrete. The computation should be based upon dealings with actual things, measured or counted. Children naturally recognize the various relations expressed by addition, subtraction, multiplication, division and partition upon such numbers as they can readily handle and comprehend. Going through the processes of addition or subtraction upon very large numbers is for young children meaningless.

All schools should be supplied with scales for measuring, with measures of capacity and with rules, and much

of the elementary work should be the actual use of these tools. Illustration by means of pictures also tends to make the work real. As soon as children comprehend the relations through actual experiment or illustration, they can be led to abstract calculation, but in the primary grades this should be confined to numbers within their comprehension. More should be made of dimension than is commonly made. Many of the subjects usually treated in arithmetic have a limited practical value, being either matters of special business concern or belonging to the sphere of higher mathematics, and have been omitted from this course.

MATHEMATICS.

FIRST GRADE, "B" CLASS.

Numbers 1-6.

Operations—Addition, subtraction, multiplication, division. Halves of 2, 4 and 6. Thirds of 6. Halves of 1.

Recognition and estimates of capacity of units of volume, as pint, quart, gallon; the number of feet in a yard.

All work concrete.

If pupils have had proper kindergarten training the present outline can be adapted to their degree of proficiency.

FIRST GRADE, "A" CLASS.

Numbers 6-12.

Operations—The same as given above for Class "B."

In addition, units of volume in dry measure and a study of relative capacity.

Halves of all numbers studied.

Fourths of 4, 8; thirds of 3, 6 and 9.

Halves, quarters and thirds of 1.

Use of figures to represent numbers.

Concrete work.

Telling time by clock.

SECOND GRADE, "B" CLASS.

Numbers.—Review of first year's work. Advance 12–20.

Operations.—Addition, multiplication, subtraction, division, partition; short distances in feet or yards.

Subjects.—Lines, as yards, foot, inch; areas, as square yard, and number of square feet composing the same. Number of square yards or square feet in convenient surfaces.

Dozen and half dozen.

Pound and ounces composing the same.

Practical problems as to the cost of paper, slates, pencils, food and clothing.

Change of yards and feet to feet, and the reverse.

Like operations with gallons, quarts and pints, bushels and pecks.

Halves of all numbers studied.

Thirds and fourths of all numbers capable of equal division.

Concrete work.

SECOND GRADE, "A" CLASS.

Numbers.—Review of work of previous class. Advance through 30.

Operations.—Same as in "B" Second.

Subjects.—Same as in "B" Second.

In advance take simple problems in addition, multiplication, subtraction and division of compound numbers; also notation and numeration through 30, using bundles of sticks in developing the tens. Have actual operations in building, in adding and subtracting performed before representing work by figures.

All abstract and drill work should follow concrete work.

In fractions of 1, change of halves to quarters and eighths; thirds to sixths and ninths, using square and circle for purposes of illustration.

Study of time table, divisions of day, parts of the hour, time of day, days in week or month, weeks in month and months in year. Written work in addition and subtraction involving carrying.

THIRD GRADE.

“B” Class—Numbers through 50.

“A” Class—Numbers through 100.

Operations.—Division, partition, subtraction, multiplication, addition. Notation and numeration, both Roman and Arabic, through 1,000; development of tenths and hundredths; addition and subtraction of simple fractions.

Subjects—

1. Compound numbers

Actual measurements by inches, feet, yards and rods. Drawing diagrams and maps to scale, $\frac{1}{2}$ inch to a foot, etc. Measurements of the boundaries of rectangles. Square inches, feet and yards on surfaces of tables, boxes, boards, floors, etc. Cost of carpeting and papering. Buying and selling quantities of liquids; pints, quarts, gallons, barrels, etc. Introduce problems involving change of denominations.

Apply the same processes to units in dry measure. Minutes, hours, days, months and years.

Practice in telling time of day.

Money, buying and selling; wages for labor.

2. Aliquot parts, after 100 is developed.

$\frac{1}{2}$ or .50, or 50%; $\frac{1}{4}$ or .25, or 25%; $\frac{1}{8}$ or .12 $\frac{1}{2}$, or 12 $\frac{1}{2}$ %; $\frac{1}{3}$ or .33 $\frac{1}{3}$, or 33 $\frac{1}{3}$ % ; $\frac{1}{6}$, $\frac{2}{3}$, etc.

3. Fractional parts of 1.

Thirds and ninths.

Thirds and sixths.

Halves and sixths.

Halves and eighths.

Fifths and fifteenths.

Halves and quarters.

Use square and circle for purposes of development and illustration. For instance: A man sells $\frac{1}{8}$ of his land to one man and $\frac{1}{4}$ to another. What part or parts were left? What part or parts sold?

Take examples from science study.

Review work of the year.

Suggestions.—Illustration is of use in arithmetic only when by its use pupils actually solve problems. Never allow a pupil to first solve a problem and afterwards illustrate it. The diagram should be drawn first to fit the conditions of the problem and the questions answered from this diagram. Seat work in the first four grades should be largely from the concrete.

All facts in number should be developed by actual experiment on the part of children under the direction of the teacher.

Class work should be partly new work and partly work which will fix in the memory combinations of numbers until their formation becomes automatic.

In all grades above the third fifteen minutes daily should be given to rapid mechanical work in addition, subtraction, multiplication, and division of whole numbers and fractions.

Give many problems for seat work that require diagrams, in order that children may comprehend their use. Thus.

FOR "B" THIRD AND "A" THIRD.

COMBINATIONS—EQUAL NUMBERS—MULTIPLICATION TABLE.

4	{	2 × 2	9	{	3 × 3	14	{	2 × 7	18	{	3 × 6	22	{	11 × 2
								7 × 2			6 × 3			2 × 11
											2 × 9			8 × 3
											9 × 2			3 × 8
6	{	2 × 3	10	{	5 × 2	15	{	5 × 3	20	{	2 × 10	24	{	6 × 4
		3 × 2			2 × 5			3 × 5			10 × 2			4 × 6
											4 × 5			2 × 12
											5 × 4			12 × 2
8	{	4 × 2	12	{	6 × 2	16	{	4 × 4	21	{	3 × 7	25	{	5 × 5
		2 × 4			2 × 6			2 × 8			7 × 3			
					3 × 4			8 × 2						
					4 × 3									
27	{	3 × 9	35	{	7 × 5	44	{	11 × 4	56	{	7 × 8	77	{	11 × 7
		9 × 3			5 × 7			4 × 11			8 × 7			7 × 11
28	{	7 × 4	36	{	6 × 6	45	{	5 × 9	60	{	6 × 10	80	{	8 × 10
		4 × 7			3 × 12			9 × 5			10 × 6			10 × 8
					12 × 3						12 × 5	81	{	9 × 9
											5 × 12			
30	{	3 × 10	48	{	9 × 4	66	{	8 × 6	90	{	11 × 6	88	{	8 × 11
		10 × 3			4 × 9			6 × 8			6 × 11			11 × 8
		5 × 6						4 × 12						9 × 10
		6 × 5						12 × 4						10 × 9

$$\begin{array}{l}
 \begin{array}{l} 32 \left\{ \begin{array}{l} 8 \times 4 \\ 4 \times 8 \end{array} \right. \end{array} \quad \begin{array}{l} 40 \left\{ \begin{array}{l} 4 \times 10 \\ 10 \times 4 \\ 8 \times 5 \\ 5 \times 8 \end{array} \right. \end{array} \quad \begin{array}{l} 50 \left\{ \begin{array}{l} 5 \times 10 \\ 10 \times 5 \end{array} \right. \end{array} \\
 \\
 \begin{array}{l} 33 \left\{ \begin{array}{l} 11 \times 3 \\ 3 \times 11 \end{array} \right. \end{array} \quad \begin{array}{l} 42 \left\{ \begin{array}{l} 6 \times 7 \\ 7 \times 6 \end{array} \right. \end{array} \quad \begin{array}{l} 54 \left\{ \begin{array}{l} 9 \times 6 \\ 6 \times 9 \end{array} \right. \end{array} \quad \begin{array}{l} 70 \left\{ \begin{array}{l} 7 \times 10 \\ 10 \times 7 \end{array} \right. \end{array} \quad \begin{array}{l} 96 \left\{ \begin{array}{l} 8 \times 12 \\ 12 \times 8 \end{array} \right. \end{array} \\
 \\
 \begin{array}{l} 72 \left\{ \begin{array}{l} 9 \times 8 \\ 8 \times 9 \end{array} \right. \end{array} \quad \begin{array}{l} 99 \left\{ \begin{array}{l} 9 \times 11 \\ 11 \times 9 \end{array} \right. \end{array} \quad \begin{array}{l} 100 \left\{ \begin{array}{l} 10 \times 10 \end{array} \right. \end{array}
 \end{array}$$

Give much drill on multiplication table at each step, using all factors or numbers as high as studied. Confine the work of development to composite numbers.

THE MULTIPLICATION TABLE.

After children are taught to draw to a scale, develop the facts in the multiplication table by the use of rectangles. Thus: Children draw a figure 6 by 9 inches, dividing it into square inches and finding all possible combinations in it.

Written work in addition, subtraction and multiplication, involving carrying.

After these combinations are properly developed see that children learn them perfectly.

Draw two parallel lines 4 inches long and 1 inch apart. Divide upper line into halves, lower line into sixths:

How many sixths in $\frac{1}{2}$? In $\frac{2}{3}$?

How many sixths in $\frac{1}{3}$? In $\frac{3}{4}$?

How many sixths in $\frac{1}{2}$ and $\frac{1}{6}$? etc.

ILLUSTRATIVE DRILL WORK.

30.

$$\begin{array}{l}
 1. \quad 6 \times 5 = \quad 5 \times 6 = \quad 15 \times 2 = \quad 2 \times 15 = \quad 3 \times 10 = \\
 30 \div 10 = \quad 30 \div 5 = \quad 30 \div 6 = \quad 30 \div 2 = \quad 30 \div 15 = \quad 1-10 \text{ of } 30 = \\
 30 \times 3 = \quad 1-5 \text{ of } 30 = \quad 1-6 \text{ of } 30 = \quad \frac{1}{2} \text{ of } 30 = \quad 1-15 \text{ of } 30 = \\
 30 \div 3 = \quad \frac{1}{3} \text{ of } 30 =
 \end{array}$$

Make problems to illustrate $30 \div 6$, 1-6 of 30, etc.—

2 Partition.

1 Division.

		28		
$7 \times 4 =$	$4 \times 7 =$	$14 \times 2 =$	$2 \times 14 =$	
$28 \div 4 =$	$28 \div 7 =$	$28 \div 2 =$	$28 \div 14 =$	
$\frac{1}{4}$ of 28 =	$\frac{1}{7}$ of 28 =	$\frac{1}{2}$ of 28 =	$\frac{1}{14}$ of 28 =	

2.	$\left\{ \begin{array}{l} 10 \\ 18 \end{array} \right\}$	Add another number to make 28					
	$\left\{ \begin{array}{l} 8 \\ 20 \end{array} \right\}$	10,	9,	18,	20,	7,	11,
	$\left\{ \begin{array}{l} 9 \\ 19 \end{array} \right\}$	23,	21,	15,	etc.		

"B" FOURTH.

1. Notation and numeration through two periods.
2. Drill in rapid and accurate mechanical work in addition, subtraction, multiplication and short division.
3. Give combinations such as 23, 49, 96, 57, and require the work to be performed mentally.
4. Continue drawing maps and plans to scale, finding dimensions from them.
5. Give continual practice in the application of denominate numbers, buying by the bushel, gallon, etc., and selling by the peck, quart, pound. Reduction ascending and descending.
6. Continue work with halves, thirds, fourths, fifths, sixths, sevenths, ninths and tenths, giving illustration and mental work, and using interchangeably the terms per cent. and hundredths.

Draw problems from science work and from geography and history; *e. g.*, comparative weights of equal bulks of different minerals studied.

Linear Measures—Lengths of rivers, roads, journeys.

Drawing to scale.

Area—River basins, countries, continents.

Values of products, food, clothing, etc.

Time—Periods consumed in journeys.

Comparative periods in history; *e. g.*, time since Revolution, compared with life of man, of the children, with a year; that the children may acquire an accurate sense of time spaces.

“ A ” FOURTH.

1. Notation and numeration continued.
2. Same as (2) in “ B ” Fourth.
3. Teach long division. Insist upon short division when the divisor is less than 13, and upon multiplication by one operation when the multiplier is 10, 11 or 12.
4. Amplify topics of 4, 5 and 6 of “ B ” Fourth work.
5. Give much practice to reducing fractions to any given denominator and in reducing several fractions to a common denominator.
6. Using some device similar to that employed in third grade, develop addition and subtraction of fractions.
7. Review tables of denominate numbers. Problems from science, geography and history, comparative lengths, areas, times, ages, armies, population expressed by use of whole numbers and fractions and made the basis of numerous calculations of various sorts.
8. Cost of production of various articles; cost, how divided.

“ B ” CLASS, FIFTH GRADE.

Final review of notation and numeration.

Final review of tables of denominate numbers, with applications of the same.

Fractions completed.

“ A ” CLASS, FIFTH GRADE.

Reduction of decimals.

Measurement of plane surfaces.

Operations with compound numbers.

" B " CLASS, SIXTH GRADE.

Decimals completed.
 United States money completed.
 Business problems requiring use of decimals, mensuration, United States money.
 Forms of bills.
 Principles of percentage.

" A " CLASS, SIXTH GRADE.

Percentage, simple interest.
 Continuation of business problems as in " B " Class.
 Review of denominate numbers.
 Calculation of dates.

" B " CLASS, SEVENTH GRADE.

Percentage applied to insurance, commission, bank discount and taxes.
 Problems in simple interest.
 Business problems involving various principles already learned.
 Frequent practice in rapid computation.

" A " CLASS, SEVENTH GRADE.

Simple proportion. Square root and its applications.
 Short methods. Review drills.

" B " CLASS, EIGHTH GRADE.

Arithmetic reviewed: fundamental operations, fractions
 -. simple, compound, denominate numbers.

" A " CLASS, EIGHTH GRADE.

Arithmetic reviewed: percentage, interest, ratio and proportion and square root.

ALGEBRA.

"B" CLASS, EIGHTH GRADE.

To simple equations.

"A" CLASS, EIGHTH GRADE.

Simple equations.

BOOKKEEPING.

"B" CLASS, EIGHTH GRADE.

Written common business forms.

Meaning and use of the terms "Debtor" and "Creditor."

"A" CLASS, EIGHTH GRADE.

Simple accounts.

Day book and ledger.

READING.

The objects of the reading lesson are two. First, to give the pupil the power to secure from the written or printed page an intelligent and appreciative knowledge of the thoughts of authors as recorded and expressed in literature. Second, to give the pupil the power to impart to others the knowledge thus obtained in a clear, sympathetic and pleasing manner. The teacher should always bear in mind that the content of the reading lesson is of more value than its form, and that an appreciation of good literature is worth more than the mechanical ability to read; hence, reading lessons should always be upon matter of interest and worth to the child and never upon idle combinations of words for the mere sake of the words. Children from the very first should learn to read by reading something worth while, and not by calling words merely.

Reading matter should always be adapted to the capacity of the child, but it is better that it be a little beyond him than a little beneath him. In every grade he should read the best literature that he is capable of appreciating.

Careful attention should be paid in all grades to correct enunciation and pronunciation, to proper use of the vocal organs and of the organs employed in breathing. Ease, naturalness and a clear, resonant tone should be sought. Frequent exercises in breathing and the carriage of the body and in the vocalization of both vowels and consonants should be employed when needed.

“ B ” CLASS, FIRST GRADE.

Method--Of the different methods of teaching beginners to read, no one contains all the excellences. The best points of all should be employed, but it is important to select the proper unit, which is not the sound of the letter, nor the word, but the sentence. Children should begin by reading the sentence. Later the sentence should be analyzed into words and the words into their sound elements. No one of these three methods should be neglected, but the order indicated should be carefully preserved.

Begin with the sentence. As soon as possible call attention to the words composing it, which the children will at first recognize through memory. After some weeks of such reading, synthetic and analytic exercises in the sound elements of words should be introduced and regularly continued through the primary grades. These should be systematic and thorough, leading to word building and the use of the dictionary. Teachers who are not familiar with this method are expected to become so as rapidly as possible. Where this method is employed, the first reading lessons should be based upon observations of nature and upon poems and stories, used in the same connection;

also stories told for the sake of their literary or ethical merit may be employed in the same manner.

The first lessons should be in script upon the blackboard. They should be carefully prepared, so as to be progressive in thought and style, and should be preserved. Each school should be supplied with a copying pad of some kind and the blackboard lessons preserved should be copied upon leaflets and put into the children's hands for review lessons.

By the end of the first semester pupils should have read at least half of two First Readers or an equivalent amount.

RESUME.

LEARNING TO READ.

1. THE SENTENCE IS THE UNIT OF EXPRESSION.

"Ideas are awakened in the mind by means of impressions made on one or more of the senses; thus ideas must be expressed through the medium language."

The unit of mental action is a thought; therefore the unit of expression is a sentence.

If reading "consists in giving expression to the ideas the mind has formed," the sentence ought to be made the basis of reading.

Think the sentence as the whole and the word as the part.

2. EMPHASIZE THE UNIT.

The sentence as a whole.

(a) Awaken thoughts in mind of child by means of objects.

(b) By skilful questioning elicit as many original statements about the object as possible. Write the most suitable sentences upon the blackboard.

(c) Repetition and variety are psychologically necessary in good teaching.

(d) The same words need to be presented in a great number and variety of sentences.

3. ANALYSIS OF SENTENCES INTO WORDS.

(a) Analyze the sentences to find the words of which they are composed and teach these words as parts of sentences.

(b) Keep a list of all words presented, using them continually in review sentences until they cannot be forgotten.

(c) Make every possible combination with all words taught, forming as many sentences as possible. Have all sentences arranged upon the board so as to tell a story; keep to a continuity of thought.

4. ANALYSIS OF WORDS INTO LETTERS AND SOUNDS.

(a) Work in phonics should be carried on in connection with oral work.

(b) Introduce sounds gradually, giving general and special drill upon difficult combinations, for the following purposes:

1. To give ability to call new words without help.
2. To improve articulation.
3. To correct defective speech.

NOTE.—See Phonic Circular.

5. READING IS A MENTAL PROCESS—A THOUGHT PROCESS.

“To read aloud, we must get the thought; we must hold the thought; and we must give the thought.”
H. S. Clark.

Necessary steps to above end.

1. Perfect word knowledge.
2. Silent reading; to get thought.
3. Oral reading; to give thought.

A pupil should not attempt to read a sentence orally until he has the thought in mind.

Reading each word by itself is an evil never to be tolerated.

Spelling out words while reading should not be permitted.

Train children to read to their listeners, and not to their books.

SUMMARY.

In learning to read, the children begin with sentences, analyze them into words, and some of these words into their sounds. (Analytic.)

As children become familiar with these sounds—they combine them into new forms. (Synthetic.)

Children get their first lessons in connected thinking through the connected story, and a natural expression is the result, because they have a mental picture.

"A" CLASS, FIRST GRADE.

Lessons prepared by the teacher or selected from reading books based upon the study of plants, animals, the human body and literature.

During this semester at least two First Readers should be completed or an equivalent amount of matter read.

The language work should be closely related to the reading during the primary grades.

"B" CLASS, SECOND GRADE.

Lessons selected from First and Second Readers and supplementary Readers, based upon topics in nature study and upon literature appropriate to the grade.

In this class pupils should read the first half of three Second Readers or an equivalent amount.

"A" CLASS, SECOND GRADE.

Lessons selected from Second Readers and supplementary Readers, appropriate to topics in nature study, history tales and selections from good literature used in this class.

Pupils should complete two Second Readers and much supplementary reading matter.

"B" CLASS, THIRD GRADE.

Lessons selected from Third Readers, appropriate to the work in other departments.

Pupils should read an equivalent of half of three Third Readers and much supplementary matter.

"A" CLASS, THIRD GRADE.

Lessons selected from Third Readers and supplementary Readers that may be readily correlated with work in other departments, especially nature study, geography, history and literature.

At the end of this grade pupils should be able to read readily and in pleasing style any matter whose thought and language is within their comprehension.

The sound drill should have given them power to call new words and the use of the sentence as a unit should have enabled them to grasp the thought of the author readily.

FOURTH GRADE.

From this time on the reading matter should be carefully selected good literature adapted to the mental powers of the children and material relative to the other subjects of the curriculum.

Children should now be able to read, not for the sake of reading, but for the sake of what they read. While con-

tinued attention should be paid to the art of reading, the pupils should always realize that they are reading as adults read—to get at the thought of the author—and not for the sake of going through with the school exercise.

“B” CLASS, FOURTH GRADE.

Matter selected from Fourth Readers, from the supplementary Readers and from good literature, relating to the other topics in the curriculum, particularly nature study, geography and history.

“A” CLASS, FOURTH GRADE.

Same as “B” Class.

Historical and mythological tales of Greece and Rome are here appropriate.

“B” CLASS, FIFTH GRADE.

Matter selected from geographical, historical and other Readers, and from good literature, appropriate to the work of the grade.

Stories and poems by American authors relative to the early history of the United States are appropriate here.

“A” CLASS, FIFTH GRADE.

Good literature appropriate to the work of the grade, particularly poems and stories relating to the Orient and to Egypt.

“B” CLASS, SIXTH GRADE.

Much reading matter selected from standard authors and, in so far as possible, correlated with the work of the other departments, particularly nature study and the picturesque features of geography.

“A” CLASS, SIXTH GRADE.

Much good literature appropriate to the work of the grade, especially historical tales and poems.

“ B ” CLASS, SEVENTH GRADE.

Literature, especially by American authors, and relating to periods of American history.

“ A ” CLASS, SEVENTH GRADE.

Same as “ B ” Class.

“ B ” CLASS, EIGHTH GRADE.

Literature selected from English authors relating to English history.

Good literature in general.

“ A ” CLASS, EIGHTH GRADE.

Same as “ B ” Class.

The literary excellence of selections read should be noted.

PHONETIC DRILL.

Systematic phonetic drill should be given through the primary grades as indicated in the outline for reading. This should not be made the basis of the reading lesson, but its auxiliary. Simple rules should be given as they are needed by the child to enable him to pronounce new words. Teachers will find it of great use to develop words having similar sounds in groups or families. The best classification is that based upon similar vowels sounds and upon rhymes.

The aim of this drill is to enable the child to recognize new words at sight. If it is found necessary, supplementary instruction containing lists of words in families will be sent to the schools.

PHONETICS.

Essentials.—

1. Sounds.

2. Characters to represent them. (a) Letters. (b)

Diacritical marks.

This latter is an essential because of the fact that many letters have more than one sound.

3. The laws, if any, governing pronunciation.

Use of diacritical marks in distinguishing essentials.

Laws to be learned by comparison and classification of words:

THE MONOSYLLABLE.

Short sound of the vowel	{ at the beginning. in the middle.
Long sound of the vowel	{ at the end. two vowels present.

a before r, lf, lm, um is long Italian a (ä).

a before sk, sp, ss, ft is the short Italian a (à).

oi and oy, ou and ow, diphthongs. To be diacritically marked when not.

What is true of a monosyllable is true of the accented syllable. Mark no other syllable.

Teach accented syllables to Third Grade children.

a before ll, lk, w, wk is a (o in or).

Diacritical marks used only with—

1. Exceptions to the above rules.
2. Words not included under above rules.
3. The accented syllable.

SPELLING HELPS.

Three classes of words need special attention:—

1. Words ending in y, preceded by a consonant,—y is changed to i when ed, es, er is added.

2. Words ending in a consonant preceded, in order, by a vowel and a consonant,—

The final consonant is doubled when a syllable is added.

3. Words in which final e is dropped when a syllable is added. Also, teach common exceptions.

OUTLINE OF PHONICS AND VOCAL DRILL.

The talking voice is, so to speak, the singing voice broken up, and we consider the centered singing tone as a *whole* of the voice, and think of the *talking tones* as *parts* of it.

All our uttered thoughts have to pass through tone forms; and the mental and spiritual qualities are felt and heard according to the degree of perfection in form.

As the physical organs develop under right mental training, they respond to more subtle control, effecting at last that rare result—the artistic expression of personality.

The voice of intelligence comes from a true articulated form, and articulated voice is composed of vowels and consonants in all their combinations. That which forms and maintains the articulated voice is *phonetic drill* directed by right mental concepts.

Quality of voice follows form, and if the form be good the quality is good. Quality and form are associated in nature everywhere. Notice a tree—when it decays, its form changes.

Mental pictures and illustrations should be employed until the muscles controlling the throat and lips are free and the voice rests on a center—that is, a control of breath.

Vowels result from definite fixed positions of the mouth, and on them our syllables depend, and in no way do they obstruct a pure tone. In teaching the children the *short vowels first*, we give them a sure and quick way by which they may acquire a vocabulary. The shorter the vowel the lower in the scale, and the less breath required to

produce it. In children of the first and second grades, the breath is not under the control of the will; and in view of this fact it seems advisable to begin with the short vowels.

In teaching the *long vowels* we give more definite form and better control to the articulating organs, as long vowels are made at the top of the scale, in the upper part of the voice, and take more breath. Therefore, practice for the teacher must come with the long vowels, as form is the product of intellect.

The following classification is adapted from Dr. Alex. Neville Bell's vowel scale chart:—

VOWELS.

1st. Those vowels made at the front of the mouth; that is, with the top of the tongue pressed against the hard palate directly back of the teeth.

SCALE I.

ē
ī
ā
ě
ǎ

NOTE.—With beginners teach only the short vowels from this scale.

2d. Those vowels made in the mid-centre, of which there are but two in our language.

SCALE II.

á as in ásk.
ẽ as in hẽr.

NOTE.—This is not to be used for beginners.

3d. Those vowels made with the back of the tongue—same position as Scale II., with the exception that they are made further back on the tongue.

SCALE III.

ũ as in hũt.

ä as in ärm.

4th. Those vowels made at the extreme back of the tongue with the help of the lips.

SCALE IV.

ōō as in bōot.

ōō “ “ cōök.

ō “ “ ōld.

ə “ “ əll.

ö “ “ öñ.

Select the short vowels.

The above scales are the pure vowel tones with the exception of ā and ō, which partake slightly of the highest tone of each scale.

CONSONANTS.

In producing all consonants there are two sets of articulating organs—the lower or active set, and the upper or passive. They are each divided into four parts, namely:

Lower	{	Lower lip.
		Point of tongue.
		Top “ “
		Back “ “
Upper	{	Upper lip.
		“ gum.
		Hard palate.
		Soft “

These again are divided into breath consonants or aspirates, and voice consonants or sub-vocals.

In the following we have the pure or *unmixed* of the consonant sounds:

(1)	Breath.	Voice.
Lip	p—f	b—m
Point of tongue	t—v	d—n
Top of tongue—Taken with the vowels.		
Back of the tongue	k	g—ng (nasal)

Here we have more action of the articulating organs producing mixed sounds, following same order as in No. 1.

(2)		
Lip	wh	w
Point of tongue	th—s—rh	l—r—z
Top of tongue	sh—yh	th—y

H is wholly breath.

When it comes before a vowel it partakes of the vowel before the *H* is finished, as in *how*.

When *l*, *r*, *w* and *y* are followed by a vowel preceded by an aspirate in the same syllable, they become aspirates.

j is a combination of *d* and *sh*. Commences in the throat and ends with the top of the tongue against the hard palate.

x is a combination of *k* and *s*—produced wholly by breath.

g is explosive breath, like *k*.

c is either like *k* or *s*, according to what precedes it.

ch is a combination of *t* and *sh* (breath).

When children have become familiar with the articulating organs in the formation of these elementary sounds, they should build words which can be grouped in families, beginning with the lip consonants and short vowels, and so on following through the above outlines for example:

ap	at	ab
r ap	c at	c ab
t ap	s at	etc.

Teach diacritical marks when occasion demands.

The value of *phonetic* drill is in the scientific acquaintance with the sounds of our language which it furnishes. It cultivates perception and trains the voice to harmonious expression.

Thus much for the children; now for the teachers.

All sounds should be produced from the centre of the voice. *Think* the sound first, and the vocal organs will adjust themselves to form, *then perfect the form* and you have pure, clear tones.

ē is the letter that brings the breath to the front to be formed, and is resounded from the centre of the voice; that is, in the nares—the whole of the voice. The *whole* because it is the resonant chamber of the overtones.

Take a medium singing tone, G—think it, produce it with lips closed. *Then* practice with the mind centered on the tone—the tone outside of self. Next drop the lower jaw—the tone must still be an uninterrupted tone, showing that breath is under control of the mind.

In vocal drill the prolonged, or singing tone, comes first, because it is held long enough for a definite mental impression.

WORD BUILDING.

Pupils learning to read by the word and sentence methods should have two months' work before beginning the study of the sounds composing words. Recognizing sentences by distinguishing phrases and words they are naturally led to observe that the word is also composed of parts.

A, e, i, o and *u* are distinguished as vowels. The other letters are consonants. *W* and *y* sometimes borrow vowel sounds. The short sounds of vowels are learned. The sounds of some of the consonants are given. Combinations like *at, et, it*, are formed. Consonant sounds are prefixed to one of these combinations, forming words that rhyme,

as *at, hat, mat, sat*, etc. So, in like manner, with other combinations. From these lessons in building is evolved the fact that a vowel at the beginning or in the middle of a word has the short sound.

The long sounds of the vowels are next mastered and combined with consonant sounds. The children, by building *ake, make, take, ade, aid, made, laid*, etc., soon discover that the long sound of the vowel is dependent upon the presence of another, silent vowel. *Me, be, we, my, try, fly*, etc., develop another law.

These facts developed, the next step is that of comparison and contrast; as *mat, made, et, ate*, etc., until children discover for themselves certain fundamental laws, which, if thoroughly and systematically applied, lead to independence in reading. This independence should be reached in the third year of school life.

OUTLINE.

FIRST YEAR.—

1. Recognition of the two classes of letters.
 - (a) Vowels.
 - (b) Consonants.
2. Elementary sounds represented by these letters, and also the combinations, *th, wh, ch, sh, ng*.
3. Combination of these sounds to build sets of simple, familiar words, having common characteristics.
4. A few simple facts deduced from this building; as, when the vowel is long, when short, what *ar, aw, all, alk, or* say.
5. Recognition of syllables in two-part words, for greater ease in pronunciation.
6. Practical application of the above acquirements in recognition of new words.

SECOND YEAR.—

1. A thorough review of the first year's requirements, increasing the number of words in "family" building where the increase is helpful.
2. Development of matter not included in first year's plan; as *e* with its equivalent, â and its equivalents.
3. Daily practical application of knowledge gained to acquirement of new words in reading.
4. Drill on difficult sounds; as, *w*, *wh*, *v*, *ch*, *sh*, *th*, *th*.
5. Drill in writing singular possessive; plurals of such words as, *fly*, *mouse*, *knife*; and in writing derivative words in which the final consonant is doubled; as *matting*, *hopping*, *hopped*.
6. Teach use of hyphen between parts of compound words.

THIRD YEAR.—

1. Review, and practical application of knowledge gained to recognition of new words.
2. Practice in such use of diacritical marks, divisions of words into syllables, and use of the accent mark as will aid pupils in using the dictionary.
3. Review all sounds with their representative characters; and be sure that pupils understand the accompanying table of equivalents:

â = ô	ẽ = û, ï, õ	-c = k
ä = ǒ	ï = e	ç = s
â = è	u, o = oo	z = z
e = â	u, o = oo	ch = sh, in
		{ chaise, machine, marchioness.

s and z = zh in *pleasure*, *treasure*, *measure*, *azure*, *brazier*, *leisure*.

4. Practice in writing the following, as occasion may require:

- (a.) The possessive, singular and plural.
- (b.) Derivative words in which final *e* is dropped;
as *planc*, *planing*, *planed*.

Exceptions for inspection and drill—*Hoe*,
toe, *shoe*; *dye*, *singe*, *tinge*; *peace* (able),
manage, *change*, *advantage* (ous) *rage* { ^{ed} }
outrage (ous).

- (c.) Drill upon topic 5 of second year's outline.
- (d.) Drill in writing other nouns whose plurals
are formed irregularly; as *potato*, *tomato*,
grotto, *cargo*, *decr*, *sheep*, *fish*, etc.

GENERAL PLAN.

I.

CHARACTERS AND SOUNDS.

VOWELS.

a, e, i, o, u—y, w.

CONSONANTS.

b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

VOWEL SOUNDS.

ā, ē, ī, ō, ū, \overline{oo} , ä, ô.

ě, ă, ĭ, ǫ, \overline{oo} , à. ą = ǫ. ȳ, ȳ = \overline{oo} .

ē = a, ē = (ī) ō, ū, = \overline{oo} .

ā = ô, â = ĉ.

ō, e, ĭ, ǫ, û (approximate sounds).

oi = oy, ow = ou.

ȳ = ĭ, ȳ = ĭ.

CONSONANT SOUNDS.

Simple—

b, c = k, d, f, g, h, j = g, l, m, n, p, r, s, t, v, w, x (ks),
qu (kw), y z = s.

Compound—

ch, sh, th, wh, n (ng), zh.

HELPS TO PRONUNCIATION.

The following laws *are not under any circumstances to be taught verbatim*. They are simply to be *developed* by comparison of many words having common characteristics.

One vowel at the beginning of a monosyllable is short.

One vowel in the middle of a monosyllable is short.

One vowel at the end of a monosyllable is long.

When there are two vowels in a monosyllable, the first is usually long, and the second silent.

Y, at the end of a monosyllable is long; at the end of a word of more than one syllable, short; as, mȳ, flȳ, babȳ, honorarȳ.

O, before r is broad o, marked ô. A before lk, ll, w is a = ô.

A, before lf, lm, r, un is long Italian a, marked ä. It has the same sound in äh, cän't, shänt, fäther. Rr after a, changes the sound to ä.

A, before ff, ft, sk, sp, ss, st, and in a few words before nc and nt, is short Italian a marked ä. This is a shortened sound of ä.

Oo, is short (öö, o, u) before d and k usually.

Oo, is long, (öö, o, u) in most other cases.

E, before r, is usually "tilde" e, marked ě, as in her, father. i, y before r, and o in occasional cases, as word, world, worth, etc., have sounds so nearly approaching ě, that they may be called the same. The u should be marked with the circumflex (û).

C and g are soft before e, i and y, and are marked thus:—ç ç̣.

R, ch, sh, y, zh before u, gives it the sound of öö. It is marked thus:—u̇

[See Sections 52 and 53, Principles of Pronunciation, Webster's International Dictionary.]

N before g, k or c, as uncle, is marked with a line below (n), or tied with the consonant in monosyllables.

When the consonant is doubled, as in *rapping*, the second consonant is silent.

What is true of a monosyllable is usually true of an accented syllable. For this reason, children should early be taught to observe the parts, or syllables of words.

[The following work is not apportioned by classes, but is adapted for use by teachers of all grades.]

A, final, and unaccented, is short Italian a; as in away, about, among, ahead, America, Africa.

E is usually silent in the termination *ed*.

Drill upon the following *exceptions* :

Adv. in *ly* and *ness*—Assuredly, confusedly, renewedly, amazedly, amazedness, composedly, composedness.

Adj.—Aged, beloved, blessed, crabbed, cragged, crooked, cursed, cusped, dogged, hooked, jagged, learned, legged, naked, peaked, ragged, rugged, stubbed, wicked, winged, wretched.

E is generally sounded in the termination *el*.

EXAMPLES FOR DRILL.—Level, gravel, vessel, nickel, chapel, model, gospel.

EXCEPTIONS FOR DRILL.—Betel, chattel, drivel, easel, grovel, hazel, mangel-wurzel, mantel, mussel, navel, ravel, shekel, shovel, shrivel, snivel, swivel, teasel, weazel.

E is usually silent in the termination *en*.

WORDS FOR DRILL.—Even, seven, heaven, eleven, woven, taken, waken, shaken, silken, broken.

EXCEPTIONS FOR DRILL.—Aspen, chicken, hyphen, gluten, lichen, linden, kitchen, märten, mitten, (or mittn).

The *e* is also sounded when preceded by l, m, n, r, except in fallen, stolen, swollen.

Many words ending in *on*, preceded by c, ck, st, t, omit the *o* in pronunciation; as, reckon, beckon, bacon, reason, treason, mutton, glutton.

I, in the terminations *in* and *il*, is sounded, except in *basin*, *cousin*, *raisin*, *devil*, *evil*, *weevil*.

WORDS FOR DRILL.—Civil, council, pencil, lentil, codicil, coffin, griffin, Latin, matin, satin.

In the termination *ain*, the vowel sound approaches *e*. Pupils should be thoroughly drilled upon such words as *curtain*, *certain*, *fountain*, *mountain*, until both syllables of each word receive proper attention. Too much stress cannot be put upon clean enunciation.

Drill upon words ending in *ion*, *tion*, *ious*, *tious*, *ous*.

SPELLING HELPS.

1. Teach change of *y* to *i* before *es*, *ed*.
2. Teach doubling of final consonant when *ing*, *ed* or *er* is added to a monosyllable ending in a consonant preceded by a vowel.
3. Teach dropping final *e* when syllable is ended.
4. Teach the few common exceptions.

"FAMILIES" FOR DRILL IN WORD-BUILDING.

ăt	ěck	ĩnt	ũb
ack	en	ilt	um
an	end	ish	un
and	ent	itch	up
ang	ench	ift	ug
ank	est	iff	uck
ab	elt	it	ung
ad	esh	idge	unk
am	em	ix	ut
amp	emp		ud
ap	etch	őb	uch
atch	edge	od	utch

ag	ead	og	ust
as		ock	udge
ash		oll	uff
ax	ĭb	om	ump
adge	id	on	unt
	ig	ong	ush
ĕd	ick	ond	
en	ing	op	
et	ink	ot	
eg	im	oth	
ex	in	odge	
ess	ip	otch	
ell	ill	ox	

ō=ũ

son	oin	rule
ton	oil	ruse
won	oit	true
done		
none	ōō=ō=ū	ā
come	ood	ade, aid
does	ook	ace
shove	ould	ake
dove	oot	age
sponge		ale, ail
front	ōō=u=o	ame, aim
	ood	ane, ain
ow	ool	aint
own	oom	ate, ait
owl	oon	ape
ound	oop	ay
ounce	ooth	ave
	oos (e) (t)	
ount	oof	e=ā
our		eight
		eigh
oud	ū ō = ōō	ein

out	do
	to
oy	who
oys	whom
oise	too
oist	two

ē	ī	ō	ŭ = ew
be	ide	obe	ue, ew
me	ife	ode, oad	ure
he	ile	oke, oak	ute
we	ime	ole, oal	ube
see	ine	oul	ude
she	ire	ome, oam	une
tree	ive	ope, oap	use, ues
three	ize	one, oan	ue
free	ise	ore, oar	ues
flee	ice	ove	
eed, ead	my	ote, oat	
ere, ear	dry	ose	ā = ô
een, ean	try	oze	awl
eer	fry	oe	awk
eet, eat	sly	ow	awn
eel, eal	shy	o	all
eep, eap	pry		(w)ard
EEK, eak	ite	ô	(w)arp
eece, eese	ike	or	(w)armth
eeze	ipe	orm	alt
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LANGUAGE.

The following outline is composed largely of suggestions regarding material to be used as a basis for language study. The basis or thought element is the most important in language teaching. If children are induced to think and encouraged to express their thoughts freely and abundantly and in the best available English, they will acquire the habit of using good English.

Technical instruction should be given, when needed, to enable the child to express his thought adequately. A course of language instruction based upon technical points arbitrarily selected by the teacher stores the child's mind with unused matter and fails to meet his most vital needs.

Power to use language is acquired by its use. All language used should be correct in all respects.

The child's thought determines its form. This is at first simple, and gradually increases in complexity with advancing age and growing knowledge; hence, new difficulties will continually arise which need to be met by proper explanation and practice at the time; for example, in regard to the use of punctuation and capitals. The child first expresses himself in short, disconnected sentences, repeating subject and object. Punctuation for such expression is very simple. As conjunctions and pronouns are introduced to make the compound sentence, somewhat more elaborate punctuation is required. Later, with the use of the complex sentence, which is naturally employed to express more complex thoughts, other rules of punctuation are required, and should be given as needed. To give rules for punctuation and then compose exercises to illustrate them before the child has need of them for the natural expression of his thought is beginning at the wrong end and working backwards.

If no attempt is made to force technique upon pupils before it is needed, teachers will find that the difficulties have been greatly reduced in number and can be readily classified. As difficulties arise and definite instruction is needed, such instruction should be given and repeated until the points are made perfectly clear and right habits started.

Hyde's Language Lessons and the Language Charts will be found useful in furnishing material for the necessary drill.

In the following outline the suggestion that certain technical points be emphasized in certain grades does not mean that they are to be ignored in other grades, but implies that, in the average school, teachers will find need for emphasizing these points in the grades indicated.

Teachers will find that the best material for language work is to be obtained from the other subjects in the curriculum, especially nature study, literature, history and geography. At least one period a day in all grades above the First, should be devoted to writing about matters of interest to the children. There should be daily class criticism of the work produced by the children. Whenever the necessity arises for the explanation of a technical point, that explanation should be given a definite lesson. The correct forms should be impressed upon the children by their use, and not by referring to the incorrect forms; for example, the incorrect forms of "lie" and "lay" should be remedied by giving the correct forms of the verb in use, not by a discussion of both verbs, which tends to increase the confusion.

FIRST GRADE.

Writing and building of new words in reading lessons. Development of words and their proper use in sentences, both written and oral. Talks and lessons upon animal and plant life. (See outline). Lessons suggested by the seasons, with their attendant phenomena. These talks may be based upon or crystallized into some beautiful selections of poetry for memorizing.

The songs of the day should, as frequently as possible, be in harmony with the thought of the reading and language lessons of the day. In familiar conversation with the children, the teacher cannot fail to find opportunity for correcting ungrammatical expressions and faulty articulation, while at the same time she assists them to help each other.

Development of the thought of new reading lessons and description of pictures in readers and language books and charts. This work is all incidental to reading, and the teacher will need to exercise judgment in selecting topics and pictures.

Simple oral and written topics suggested by these and kindred topics.

Memory selections and fairy stories.

Talks on the human body once or twice a week. Personal cleanliness.

In this and all grades the correct use of capitals and marks of punctuation should be required in all cases.

SECOND GRADE.

Development of the words and thoughts of the reading exercises. The use of new words in sentences. Word building.

Lessons on plant and animal life.

These topics should be connected with the kindred subjects in the reader, and written lessons in language should be used, when practicable, as reading exercises.

Lessons on the human body.

Study of reading topics.

Dictation lessons.

Memory selections.

It is well in this grade to induce children to combine their simple statements into compound statements by the use of simple connectives and personal pronouns. Give careful attention to the use of the forms of inflected words which the children employ.

THIRD GRADE.

Sentence building and the use of the illiptical sentence.

Drill in the correct use of words.

Word building.

In this grade children can be induced to still further combine their independent statements into compound sentences, and in some instances by the use of the relative pronouns into complex sentences.

Give no technical grammar, but simply see that they use properly these more complicated forms.

Material for daily class lessons:—

Memory gems.

Stories of heroes.

Literature taken from the readers.

Nature study.

Physiology as suggested in outline.

Geography as suggested in outline.

FOURTH GRADE.

Continue the work of the Third Grade in sentence construction and in the correct use of sentences of different kinds in the daily written work, taking care that children use correctly such phrases, clauses and connectives as their needs require them to use.

Material for language lessons:—

Reproduction of historical stories.

Stories from Homer.

Imaginary journeys.

Stories from literature.

Descriptions of flowers and other objects of nature study.

Reproduction of studies in geography ; as, How Cotton Grows, The Story of Lumbering, Where We Get Our Sugar, Manufactures of Newark.

Physiology as per outline.

These compositions may often be put in the form of letters, properly addressed.

Encourage freedom and independence of expression rather than the following of exact outlines.

FIFTH GRADE.

Continue the technical work suggested for the Third and Fourth Grades as the need becomes apparent.

Give much writing upon varied topics, especially encouraging freedom of expression.

Except upon rare occasions, avoid the use of definite outlines, but in class give corrections of forms used.

Encourage a child to use as large a vocabulary as possible.

Introduce word study to show the real meanings of words.

Vary the forms used as letters, compositions, newspaper paragraphs, debates.

Material for daily language lessons :—

Topics taken from history.

Biographies of heroes.

Mythological tales.

Accounts of imaginary journeys in connection with geography and history.

Reproduction of stories from literature.

(Do not allow children to reproduce poems in their own prose. Accustom children to the best style by the reading of good authors, and do not allow them to express the thoughts well expressed by the author in paraphrase.)

Description of objects and fanciful sketches in connection with nature study.

Physiology.

Simple business letters.

SIXTH GRADE.

Continue and enlarge upon the work laid down for the Fifth Grade.

Material for language lessons :—

Stories from history.

Various subjects occurring in geography.

Tales found in literature.

Physiology.

Business letters.

The written exercises in this grade should take a variety of forms, as letters, essays, stories, fanciful sketches, magazine articles, newspaper paragraphs.

Some attention should be given to simple division into paragraphs.

GRAMMAR.

Formal grammar may be introduced into this grade for the first time, but it should be limited to the simplest matters. At the expiration of the year the children should be able to recognize the various parts of speech and the simplest forms of inflection.

In the "B" Class this study should be limited to nouns, adjectives and pronouns.

In the "A" Class it should be extended to the other parts of speech. Formal grammar lessons should not occur more than once a week.

SEVENTH GRADE.

Continue the work in language, encouraging full and free expression.

Articles on topics connected with history.

Sketches of characters in books read in connection with history.

Synopsis and review of the books read in connection with school work.

Fanciful sketches and descriptions in connection with nature study.

Descriptions of journeys and other articles based on topics in geography.

Letters of invitation, acceptance and regret.

Business letters.

Topics based upon physiology.

Give instruction in paragraphing.

"B" SEVENTH.

Definite, careful instruction in formal grammar should begin with this grade.

The unit of the work is the simple sentence.

Pupils should master the simple sentence thoroughly and be able to recognize subject, predicate and object and should be drilled upon paradigms and inflectional forms as needed.

"A" SEVENTH.

With the simple sentence still as a unit, make a more extended study of nouns, pronouns and adjectives.

Treat fully adverbs, appositives, predicate nominative.

Continue work upon paradigms and inflectional forms.

Grammar lessons three days in the week throughout this year.

EIGHTH GRADE.

Continue language work with more and more attention to technique.

Call attention to figures of speech and points of rhetorical excellence, and urge their use in pupils' work.

Discussion of historical topics.

Sketches of characters in books read in connection with history.

Reproduction of stories from literature.

Synopsis and review of books read.

Fanciful sketches and descriptions in connection with nature study.

Advertisements, applications and business letters.

Business forms.

Physiology.

"B" EIGHTH.

The compound sentence. A careful study of its construction.

Analysis of simple and compound sentences.

Study of verbs and phrases.

"A" EIGHTH.

Complex sentence. Study of its construction.

Analysis of simple, compound and complex sentences.

Clauses, relative pronouns and other connectives.

Grammar lessons three times per week throughout this year.

SPELLING.

FOR ALL GRADES.

The spelling lessons are to be upon words used by the children in some connection. There must be every day a formal spelling lesson upon words selected. The list of words should be selected from the various lessons, including words misspelled by the children in any written exercise.

In the primary grades these words should be classified by the teacher. List of words given should, in so far as possible, be preserved for review. New words occurring in any lesson which the children are not able to read at sight or by spelling should be placed before them at once, and the pronunciation clearly given *with the division of the words into syllables*. In all grades, particularly in the primary, sight spelling is a most valuable exercise, and if conducted with care and sufficient frequency, will in many cases prove almost sufficient for the instruction in spelling.

In formal spelling, from the outset, children should learn to divide into syllables. The sounds of the letters should be taught as suggested in the outline for phonetics accompanying the course in reading, but of more value than all special drill is the correct spelling of all words in all written exercises. In one sense every lesson is a language lesson and a spelling lesson.

Children should from the first be taught to use the dictionary. They should be instructed never to write a word unless they are sure of its spelling, but to look up the proper spelling before using.

There is no one method by which spelling may be taught. Teachers must see to it that all the methods indicated above are employed. In the Fourth Grade the use of the spelling book is provided for review purposes.

GEOGRAPHY.

Geography is the study of the earth as the home of man. It is now generally admitted by the best teachers that the human element should be made most prominent in the teaching of geography in the schools. The study of physical geography gives a proper understanding of the earth as related to the history of the human race, but this relation, and not the physical geography, is the important part of geographical instruction, hence this subject must be closely related to history and to the present social conditions if its chief value is to be conserved.

The literature of the school course and the nature study should both be closely related to the geography. For children, especially in the lower grades, political geography, except in its broader and more conspicuous features, is the least important branch of geographical study. In order that geography may interest children its teachings must be real. The relations between the people who live upon the earth and their homes must be made clear and vital by the teacher.

In the First and Second Grades this study is to be carried on, not independently, but in connection with nature study and language.

" B " CLASS, FIRST GRADE.

Study of plants and animals and natural phenomena, as forms of water and other features suggested by the outlines of nature study.

Observing weather.

Making calendars.

" A " CLASS, FIRST GRADE.

Work of " B " Class continued.

Direction of winds.

Points of compass.

The child is making the acquaintance of the world.

" B " CLASS, SECOND GRADE.

Study of plants and animals.
 Natural phenomena.
 Calendar work.
 Currents of air. Winds.
 Relation of wind and weather.
 Drawing to scale.
 Observations to be made from school room windows
 and out of doors.
 School yard and field excursions.

" A " CLASS, SECOND GRADE.

Work of " B " Class reviewed and continued.
 Sand maps of local features.

" B " CLASS, THIRD GRADE.

Calendar work.
 Review the work of the preceding grades.
 Soil making.
 Erosion.
 Other agencies.
 Drawing to scale.
 Relief maps.

" A " CLASS, THIRD GRADE.

Work of " B " Class continued.
 Forms of land and water.
 Local geography and history.
 Physical features of Newark and vicinity.
 River and mountain; how formed and uses.
 How and why people travel.
 Stories of the early settlements in New Jersey and New
 York with geographical reasons.

“ B ” CLASS, FOURTH GRADE.

Some study of the world as a whole suggested by imaginary journeys around the world in different directions.

Continents and oceans.

Our relations to different continents—historical and commercial.

A little about the people who have lived upon them.

Zones of heat and cold.

Local observations and field lessons with drawing to scale of such familiar places as the school yard, acquainting the child with the use of the map.

The study of North America. Its main features, chiefly physical. As to great mountain ranges and river systems, acquainting the child with geographical terms through local instances.

Begin the use of the text book.

“ A ” CLASS, FOURTH GRADE.

Continue local study and field lessons for the sake of acquainting the child with geographical nomenclature and ideas.

Study of South America and of Europe—main physical features ; relations, commercial and otherwise, to us.

“ B ” CLASS, FIFTH GRADE.

The United States and Canada. Study somewhat more in detail as related to history, emphasizing physical features, occupations, productions, means of travel.

Make the study as picturesque as possible.

Use as much literature as possible.

In studying the United States by sections, consider the natural divisions based upon physical features rather than the artificial and arbitrary ones given in most geographies.

"A" CLASS, FIFTH GRADE.

Asia, Africa and Oceanica.

Study physical features—drainage, river systems, mountains, commercial relations, character and occupations of people, government, political divisions in the large.

In considering productions, treat especially of those which have commercial bearing upon this country.

"B" CLASS, SIXTH GRADE.

In this grade pupils should begin to study geography more intensively. Ordinarily a larger text book is here introduced. The children are approaching the age when it becomes better for them to treat a few subjects thoroughly than to discuss many in a cursory manner.

Physical features of the earth.

First—Of the earth as a whole.

Second—Of the grand divisions and countries, including such subjects as great mountains ranges, the continents and their relations to one another, the great river systems, coast outlines.

The free use of the globe is essential.

Children should make relief maps in sand, clay, papier-mache or other material.

At the end of the term pupils should have a pretty clear notion of the earth as a sphere and of the chief variations of its surface.

"A" CLASS, SIXTH GRADE.

The political geography of the world.

After the general view obtained in the "B" Class, pupils are ready to study the great political divisions by which people of different races and nationalities have divided the surface of the earth among themselves.

This should be a study of large political divisions, rather than of small ones, but should include the chief cities, the causes of their foundation and of the development of dif-

ferent nations ; should treat of the habits and customs of peoples, and as the work of the " B " Class is intended to give the child a reasonably clear conception of the surface of the earth, so this work should give him a reasonably clear conception of the peoples who live upon it, as related to it, both affecting and affected by their physical environment.

" B " CLASS, SEVENTH GRADE.

The United States in sections as indicated for the entire country in the outline for the Fifth Grade.

This work should be done almost wholly in connection with the study of the literature and history of the United States.

As the history requires reference to sections and places, geographical facts relating to them should be carefully noted.

" A " CLASS, SEVENTH GRADE.

The United States by States and Territories.

This also should be mainly in connection with history and literature; particularly does the history of the growth of the country furnish opportunity for the best study of geography.

Physical features should be clearly brought out as related to the growth of various industries, the rise of the States and the varying character of the people.

During this grade the separate study of geography should not occupy more than two lessons per week.

" B " CLASS, EIGHTH GRADE.

Commercial geography.

Pupils of this grade should receive a clear notion of the lines of commerce that bind the various portions of the world together, with the reasons, natural and political, for their establishment.

It will necessitate a certain amount of review of physical geography, and will deal largely with routes of travel, means of communication, harbors, rivers and cities.

It will touch upon national characteristics and prejudices.

It will deal with obstacles to traffic as well as with aids.

"A" CLASS, EIGHTH GRADE.

Astronomical geography.

During this term the pupils study the earth as a part of the solar system, and the effect of its relation to the rest of the system upon itself and its inhabitants.

Treat briefly the geological history of the earth.

The motions of the earth.

Causes of day, night, seasons, tides, currents, winds and other effects of the earth's relation to the planetary system.

Treat also of the effect of these various conditions upon the races of men living in different parts of the world, and in a greater or less degree subject to them.

The formal study of geography should not occupy more than two periods a week during this year.

PRIMARY GEOGRAPHY.

A suggestive outline for the study of topics considered under geography for primary years—the topics to be treated by grades outlined in the course of study—some applying to a particular grade and others to all grades.

The work of each grade should be preceded by a careful review of the work of the previous grade or grades.

WEATHER RECORDS.

See course of study, "Weather Observations."

Make a copy of month's record for future use when it is kept on the blackboard. (It is an economy of time to keep record on a large sheet of cardboard.) At the close of each month the teacher should aid the child in stating general conditions of the month. For example:—

September—Bright sun, rather high; warm days; days and nights nearly equal; green leaves; fruits ripening; birds still heard; crickets chirp; thistle, sunflower, aster and goldenrod in bloom.

At close of each season record general conditions of heat and moisture, lengthening or shortening of days and prevailing winds. Aim to establish clearly—

In Winter—Coldest, shortest days; low sun, very slanting rays, long shadows.

In Summer—Warmest, longest days; high sun, rays nearly vertical, shadows short.

In Spring and Autumn—Mild days and nights, nearly equal in length; sun's arch between highest and lowest; rays not so slanting as in winter; shadows not so long. (Length of shadow taken at noon on the same day of week, if possible.) A post in the yard may be taken to measure shadow. Notice the change in the place where sunlight falls in the room each week during the year.

Thermometer Record—Same hour each day.

Moon Phases—When seen and where; sunrise and sunset; evening star.

Sun—Form, apparent size and color, rising and setting, apparent change of place in different seasons.

Sunrise—Dawn; noon; sunset; twilight; night. See picture and story of Aurora, Brooks and Brook Basins, page 2.

Stars—Many; some twinkle; others shine steadily; some brighter than others; evening star, north star and dipper. Myths and poems given.

Wind—Direction, how named; which are warm winds; which cold; which bring storms. Uses.

FORMS OF WATER.

Rain—drops, varying in size, form clouds; showers; storms; which season has most rain; measure rainfall; use to man, plants and animals; power to cleanse; to float objects, to carry soil and to dissolve.

Snow—flakes, etc., as above.

Hail—ice, balls of different sizes and shapes; falls from clouds.

Dew—drops, collect on objects; when formed; when seen; heavy or light.

Frost—crystals; forms on objects; when seen; heavy or light.

Clouds—mass of water in tiny drops; colors; forms; moved by the wind; seen all the year.

Fogs—clouds near the ground; dampens objects; seen occasionally.

Mist—

Ice—crystals; how formed; when made; effect on object holding it; light or heavy; season.

NOTE:—Many beautiful poems may be connected with this study.

POINTS OF COMPASS.

Cardinal and semi-cardinal points taught out of doors from the sun.

Teach relative positions.

How to find directions at sunrise; sunset; noon.

Mark lines in yard showing chief directions.

1. Locate pupils with reference—

- (a.) To different parts of the room.
- (b.) To other pupils.
- (c.) To objects in the room.

2. Locate room with reference—

- (a.) To other rooms on the floor.
- (b.) To other parts of building.

3. Locate buildings with reference—

- (a.) To parts of yard.
- (b.) To child's home.
- (c.) To objects of interest near by.
- (d.) To part of city.

Locate adjoining streets and state directions in which they extend.

MAPS.

- (a.) Of school room.
- (b.) Of school house.
- (c.) Of yard, square, district.
- (d.) Of city.

NOTE.—While drawing maps, children should face the north when possible.

Measure sides of room; compare lengths.

Draw line representing north side of room and mark it, follow with the east, then south, then west.

REVIEW THESE POINTS—While facing north, hold child's slate against the blackboard on north side of room and draw similar plan on board. Drill and have children continue to draw plans until it is clear that north is at the top of the map, south at the bottom, etc. (Thus develop map idea.)

Have maps drawn on large sheets of paper and hung in different parts of the room. A finished plan should be left on the board. Reduce to a scale.

FIELD LESSONS.

Children should be led to see the wonderful beauty around them, to acquire facts and form habits of personal investigation.

The field lesson may be for one or all of three purposes: For plant study, for animal study, or for land study. (Always collect specimens when possible.)

Collect different kinds of soil. Sand, pebbles, clay or loam are near the surface and easily collected.

Observe characteristics of each.

Arrangement of soil can be observed by a brook, if banks have been worn to any depth.

Any excavation into the natural soil, as a sewer or a cellar, is a good place for observation. Drawings can be made and samples collected and marked as to layers. Find kind of soil near a spring as water leaves hillside.

Observe how often the gutters fill with debris.

Observe work of small rills wearing away the soil, carrying fine material to low places near the mouth.

Observe a brook after a rain and watch a stream with its load worn from the banks. Lead children to see where this load is deposited. (Small rills everywhere doing the same work.)

In the study of streams a suitable rill may often be found near the school. Trace its course from source to mouth if possible. Observe windings; where it flows most rapidly, most slowly—why? Direction it flows. Bed; bank.

Examine the valley—the slopes down which the water runs to form a stream. Draw the course of the stream—the profile of the valley.

What becomes of water after a rain?

Lead children to see that after a rain, some of the water evaporates, much sinks into the ground, and parts flows off in streams; from rills to gutters, gutters to sewers, sewers to rivers, rivers to sea.

Trace course of surface drainage in your district—then in the city. Why does it flow in certain directions?

Note the kind of soil which take up most water, if one kind takes it more slowly than another, etc.

Note how frost and worms prepare soil for water to enter. (See Sea Side and Way Side, Part II.) The depth water sinks ; what stops it ?

Hill—Summit ; base, slopes, long, gradual, short, abrupt. Find ranges of hills, groups, peaks.

Read good description ; show pictures.

Valley—Among hills ; shape ; slopes forming the valleys ; length and steepness ; where meet ; compare depth of valley with height of hills.

Plain—Length and breadth.

REFERENCES :—

Frye's Brook and Brook Basins.

Shaler's First Book in Geology.

Dana's Geological Story Briefly Told.

Clapp's Observation Lessons on Common Minerals and Rocks.

Hyatt's About Pebbles.

King's Geographical Readers, such selections as The Mountain, By the Brook, The River, Islands and Ponds, Caught by the Tide, etc.

ZONE STUDIES.

All stories of children of other lands are contributions to the study of Geography. Children may get a fair knowledge of people, their relations and their homes (different zones) in the study of the "Seven Little Sisters" and "Each and All."

Each section with its race of people should be studied from the same plan in the mind of the teacher. Given to the children in the most picturesque story form, followed by much oral and written work.

The thoughts, concepts, of the children must be realized in actual things, things made and done. The clay and sand tables are fruitful means. Construct roads, bridges, houses, tents, boats, etc.

Children should know locality, plant life, animal life, home, food and occupation with reference to themselves; compare and contrast with others.

The following or similar outline is suggestive for the study of each of the "Seven Little Sisters":—

Eskimo—Agoonack.

1. Appearance of the country.
2. Personal appearance of the people.
3. Dress ; material ; how made.
4. Homes ; how built ; furniture.
5. Food ; how obtained ; cooking utensils.
6. Modes of travel ; how made ; how drawn.
7. Occupations ; hunting ; weapons used ; fishing ; boats, kinds, how made.

NOTE:—Things that may be made by children in the study of the Eskimo: house, lamp, dress, sleeping-bag, sledge, harness, boats, bow and arrow, harpoon, spear, cooking utensils.

Things to be modeled : Blocks out of which house is built ; dogs to be harnessed to sledge ; seals ; utensils.

References :—

- Myths and Myth Makers—Fiske.
 Children of the Cold—Schwatka.
 Wood's Natural History of Man.
 My Arctic Journal—Mrs. Peary.
 The World of Ice—Ballantyne.
 U. S. Bureau of Ethnology, 1887-1888.
 St. Nicholas, 1885.
 Wide Awake, April, 1889.
 Harper's Magazine, Vols. XXVIII (May 1864)
 XXIX (September 1864).

CITY—NEWARK.

I. HISTORICALLY.

Give a picture of the early life of the community—the homes, manner of living, industries and resources of the people, the field, the forest, the sea, dress, education, religion, government and social life.

Show that animals, plants and minerals are in general useful to man, and that to attain them man must work. Certain occupations require numbers of people to be gathered together and work in large companies; thus towns and cities are formed. Discover the occupations that led to the city's growth; show the growth to present population as due to resources, etc.

II. LOCATION.

1. Position in reference to neighboring towns and cities (this point includes distance and direction).
2. Position in regard to river and bay.
3. Extent, boundaries, size.
4. Make a map or plan of original city when possible, and develop to present boundaries.

NOTE:—The teacher should be provided with a large map of city before attempting to teach it.

III. PHYSICAL.

- a. Processes of earth's sculpture.
 - (1) Erosion.
 - (2) Transportation.
 - (3) Sedimentation.
- b. A study of physical features as such and as being the results of the physical processes outlined above.
 - (1) Slopes—long, short, gradual, abrupt.
 - (2) Drainage system.
 - (3) Hills due to erosion.
 - (4) Terraces.
 - (5) Flood plain.
- c. Observations—climatic, conditions recorded.

IV. POLITICAL.

1. *Productive occupations.*

NOTE:—Be sure before you leave this subject that each instance of occupation studied stands to the child as a type of that occupation.

a. Agriculture.

(1) Gardening.

Notice what gardening is, why people make gardens.

Make a list of the products of the garden and show what becomes of them.

(2) Truck raising.

Notice how much like gardening this is as regards process—how it differs in purpose. How extensive the truck area is—what truck is raised—what becomes of it.

(3) Farming.

Notice that farming is truck raising of a more extensive and less intensive sort—that in connection with this the farmer raises stock.

(b) Manufacturing industries.

Factories—kinds and location, reason for these? Where is raw material obtained? Where the market for finished products.

NOTE:—Study a manufacturing establishment first, for what it is; second, in its relation to producers of raw materials; and third, in its relation to the consumers. Factory studied should always be visited if possible.

Also what becomes of all these products?

1. Food products.
2. Clothing products.
3. Wood—kinds and for what purposes used.

2. *Commercial:*

NOTE:—Show the relation of the following to the manufacturer, the agriculturist and the child.

a. Transportation.

1. Primitive modes used here.

2. Present modes.

(a.) City car lines—uses, advantages of, extent, kind of service, how regulated.

(b.) Hack lines, delivery wagons, bicycles, country wagons.

(c.) Roads and railroads—name principal lines and cities with which they connect.

NOTE:—Emphasize all the above as furnishing means of communication between distant points and individuals, by being of service in the exchange of commodities and as being related to the development of other methods of communication such as traveling, letters, telegraph, telephone, etc.

b. Stores, as markets—furnishing the best opportunities for exchange, barter or trade.

1. Principal dry goods stores.

Make a sort of inventory of goods; show where the different articles come from, manner of transportation and the demand for them. Where do the people who buy these things get their purchasing money? Develop the idea of reciprocity—mutual dependence.

2. Grocery stores.

Notice home grown products and canned goods and other products shipped in. Where do these products come from? Where packed or canned as the case may be? How shipped, etc.

3. The market place.

The things seen there. Give an accurate idea of home grown products, and this leads to a study of farming in the surrounding country.

4. Furniture stores.

5. Hardware stores.

6. Shoe stores.

7. Drug stores.

8. Jewelry stores.

9. Book stores, etc.

NOTE:—These should be studied in a similar manner to dry goods and grocery stores and in connection with each one studied take some typical manufactory interest.

c. City or village.

As being merely a larger market or store with greater opportunities in the way of trade.

3. *Educational and Social.*

- (a.) Schools.
- (b.) Libraries.
- (c.) Churches.
- (d.) Social life—opera houses, clubs, charitable organizations, industrial societies (our duties as members of a community.)
- (e.) Letter delivery (Post Office.)

4 *Governmental.*

NOTE:—Lead pupils to get an idea of government from the rules in games, in the school yard, school room and in the home. Lead them to discover the purpose for which all such rules are made, for the comfort and happiness of all.

- (a.) In the home.
 - (b.) In the city.
City officials; duties; City Hall—uses of.
1. The Mayor;
 2. The Board of Aldermen and other boards.
 3. Policemen, etc.

V. MATHEMATICAL.

- (a.) Observations—sun rising and setting; moon; stars; day and night—their varying length; seasons; their change and order of recurrence.
- (b.) Globe lessons.
- (c.) Maps and mapping.

The map work should develop clearly in the minds of children the following points:—

1. The map idea.
2. Fixedness of position.

3. Scale—(necessary to teach the idea of relative size of countries and continents.)
4. Symbolism—(coloring cities, rivers, etc. Teach symbols as you need them and use symbols as you teach them. After a symbol has once been taught always require the pupils to call to mind a picture of objects represented by the symbol.)

NOTE:—In the study of Newark the historical and physical should be emphasised with such of the political as particularly relates to your particular district.

OUTLINE FOR THE STUDY OF ANY COUNTRY.

1. POSITION. (a) In hemisphere. (b) In zones. (c) From continents. (d) From oceans.

ACTUAL POSITION. (a) Between parallels. (b) Between meridians.

2. FORM.

1. Relative.
2. Actual. (a) As shown by map. (b) Indentations. (c) Prolongations.

3. SIZE.

1. Relative. (a) In relation to other continents. (b) In relation to ocean areas.
2. Actual. (a) Number of square miles.

4. RELIEF.

1. Primary highlands. (a) Position. (b) Extent. (c) Elevation.
2. Secondary highlands. (a) Position. (b) Extent—width. (c) Elevation.

5. CLIMATE.

1. Winds. (a) Over ocean or land from warm to cold or cold to warm latitudes. (b) Prevailing direction, whence it came.

2. Rainfall. (a) Where and why. (b) Where not and why.

- a. Drainage. (a) Rivers. (b) Seas. (c) Lakes.
- b. Vegetable life (zones of).
- c. Animal life (distribution of).
- d. Mineral resources.

6. The above outlines are conditions of:—(1) Temperature as dependent upon (a) Latitude. (b) Altitude. (c) Ocean currents. (d) Proximity to large bodies of water. (2) Rainfall. (3) Character of soil.

7. Zones of waste as dependent upon:—(1) Lack of moisture. (2) Altitude. (3) Latitude. (4) A supply of moisture giving. (a) swamp. (b) jungle. (c) eroded lands.

8. Distribution of population as dependent upon possibilities of productive occupation.

9. Productive occupation as dependent upon (1) Resources. (2) Supply and demand. (3) Occupation. (4) Commercial advantages.

10. Development and location of centres of population—As expressions of necessities of the people for:—(a) Collecting stations. (b) For manufacturing stations. (c) Commercial stations. (d) Governmental stations.

11. Development of commercial and trade routes as dependent upon the necessities which a people are under of obtaining the productions and patronage of the other peoples of the world.

SUGGESTED BIBLIOGRAPHY.

- Carl Ritter's Comparative Geography.
- Carl Ritter's Geographical Studies.
- Guyot's Earth and Man.
- Keith Johnston's Physical, Historical and Political Geography.

- Guyot's Physical Geography.
 Appleton's Physical Geography.
 Eclectic Physical Geography.
 Houston's Physical Geography.
 Maury's Physical Geography.
 Maury's Physical Geography of the Sea.
 Reclus' Earth.
 Reclus' Ocean.
 Reclus' History of a Mountain.
 Stanford's Compendiums of the Continents. 6 vols.
 Brown's Countries of the World.
 Brown's Peoples of the World.
 Reclus' Earth and Its Inhabitants. 17 vols.
 Europe, 5 vols.
 Asia, 4 vols.
 Africa, 4 vols.
 Oceanica, 1 vol.
 North America, 3 vols.
 South America—being prepared.

Methods—

- Parker's How to Study Geography.
 King's Methods and Aids in Geography.
 Frye's Child and Nature.
 Crocker's Methods of Teaching Geography.
 Geikie's Teaching of Geography.
 Redway's Manual of Geography.
 Trotter's Lessons in the New Geography.

Articles in the Encyclopedia Britannica and in bound volumes of Harper's, Century, Scribner's and Popular Science Monthly Magazines.

HISTORY.

This subject should be studied in connection with geography in order to make the study of geography real. Places should be considered in relation to people who have lived or are living in them.

FIRST, SECOND AND THIRD GRADES.

Stories of heroes, selected by the teacher and told to the children of different grades.

These can be used largely as a basis for language work.

There should be stories from ancient history, mythology mediæval times and modern times.

Particularly should stories be used drawn from the history of this country and inculcating patriotism.

It is well to group such stories about national holidays, and other suitable periods of celebration.

" B " CLASS, FOURTH GRADE.

Stories of the discoveries and explorers of North America, such as the Early Norse Sea Rovers, Columbus, the Cabots, Amerigo Vespucci, Carteret, Henry Hudson, De Soto, Marquette and others.

Many such stories can be found in Readers.

" A " CLASS, FOURTH GRADE.

Stories of the explorers of South America ; for example, Cortez.

Stories of ancient Greece and Rome and other European peoples.

" B " CLASS, FIFTH GRADE.

Stories of the early settlers of the United States ; for example, the Puritans, Quakers and Virginians.

Study of Indian habits and customs.

Use Eggleston's First Book in American History.

“ A ” CLASS, FIFTH GRADE.

Historical tales of the East.

Bible Stories.

Stories of the great nations of Asia.

Stories of Egypt.

Stories of the great migrations.

Much of the reading matter of this grade should be selected with reference to these topics.

“ B ” CLASS, SIXTH GRADE.

Study of United States history three days in the week, using text book for reference.

The following topics are suggested :—

Early discoveries—Columbus, the Cabots, Vespucci, Magellan.

Explorations and settlements.

Raleigh's expeditions to Virginia.

Two days in the week general history :—

Stories of ancient Greece and Rome.

“ A ” CLASS, SIXTH GRADE.

Suggested topics:—

Virginia.

Settlement of Jamestown.

Captain John Smith.

Starving time.

Pocahontas.

Great Charter.

First homes.

Bacon's Rebellion.

Massachusetts.

The Puritans.

Life in Europe.

Voyage to America.

First winter.

The Indians.

Miles Standish.

Mode of Life.

Massachusetts Bay Colony.

Roger Williams and Rhode Island.

William Penn and Pennsylvania.

Maryland and the Catholics.

Georgia and the debtors.

The Dutch and English in New York and New Jersey.

These lessons should deal with the picturesque features of early colonial life, and should be studied in close connection with literature and geography.

Two days in the week general history.

Stories of the Norsemen.

Stories of the Crusades.

Stories of Chivalry.

Stories of the development of modern nations.

"B" CLASS, SEVENTH GRADE.

United States history.

Review explorations and settlements.

Topics suggested :—

English influence on the various colonies, Dutch influence, French influence, Spanish influence.

French and Indian War.

Revolutionary period.

Causes of dissatisfaction.

Boston Tea Party.

Patrick Henry.

Benjamin Franklin.

Thomas Jefferson.

George Washington.

Alexander Hamilton.

Arnold and Andre.

Declaration of Independence.

Lafayette.

Battles and campaigns of the Revolutionary War.

Lexington.

Long Island.

—Retreat across New Jersey.

Trenton.

Philadelphia.

Valley Forge.

Monmouth.

Burgoyne.

Yorktown.

The building of the Constitution.

“ A ” CLASS, SEVENTH GRADE.

United States history continued.

Topics suggested:—

Mexican cessions.

Slavery.

American statesmen and orators.

Clay.

Webster.

Calhoun.

Development of the government.

Causes of the Civil War.

Heroes of the Civil War.

Lincoln.

Grant.

Sherman.

Sheridan.

Lee.

Important battles and campaigns of the Civil War.

Peninsula.

Mississippi.

Gettysburg.

Sherman's March.

Wilderness.

Virginia.

Appomattox—Close of the Civil War
 The Growth and work of the navy.
 The South.
 Before the War.
 The Confederacy.
 Reconstruction.
 Growth of the United States—
 Territory.
 Population.
 Wealth.
 Influence.
 Literature.
 Science.

EIGHTH GRADE.

Three days in the week English history by topics as outlined.

One day in the week United States history reviewed by topics.

One day in the week civics.

"B" CLASS, EIGHTH GRADE.

English history topics suggested :—

The Normans and William the Conqueror.
 Feudalism.
 Origin
 Ceremony.
 Decay.
 Chivalry.
 Knights.
 Tournaments.
 Crusades.
 The growth of constitutional liberty.
 Magna Charta.
 House of Commons.
 Henry V. and the Battle of Agincourt.

Charles VII. and Joan of Arc.

The Reformation.

The Age of Elizabeth.

“A” CLASS, EIGHTH GRADE.

The Puritans in England and America.

Oliver Cromwell.

The relations of Louis III., Cardinal Richelieu and Louis XIV., all of France, with England.

George II. and Louis XV.

The French and Indian War in America.

George III.

American Revolution.

French Revolution.

Second War With England.

Battle of Waterloo.

Battle of Trafalgar.

The Victorian Age.

United States and England.

Heroes compared :—

Wellington, Nelson.

Grant, Lincoln.

Statesmen compared :—

Webster, Gladstone.

SUGGESTIONS AS TO

*MYTHS, FOLK-LORE, FABLES AND OTHER STORIES.

1. THE SUN.

a. Apollo and the Python. Old Greek Stories. Baldwin.

b. Aurora.

c. Phaethon. Cooke's Nature Myths and Stories.

*From “Course of Study in History and Literature.”—*Emily J. Rice.*

- d. Hercules and the Golden Apples. Adapted from Hawthorne's Wonder Book.
- e. Orpheus. Stories of Old Greece. Firth.
- f. Demeter and Persephone. Cooke's Nature Myths and Stories.
- g. Balder. Cooke's Nature Myths and Stories.
- h. Thor and his Hammer. Norse Stories. Gudrun Thorne-Thomsen.
- i. The Sleeping Beauty in the Wood.
- j. Iduna and her Golden Apples. Norse Stories. Gudrun Thorne-Thomsen.
- k. Sunshine Stories.
- l. The Dog and his Image. Æsop's Fables.
- m. The Ass and his Shadow. Æsop's Fables.

2. THE STARS.

- a. Peep Star ! Star Peep ! Wiltse's Stories.
- b. The Star and the Lily. Emerson's Indian Myths.
- c. Legend of the Great Dipper. Wiltse's Stories.
- d. Star Dollars. Grimm.

3. MOON STORIES.

- a. The German Story. Fiske's Myths and Myth Makers.
- b. The Chinese Story. Harper's Magazine. Vol. LXII., 1881.
- c. The Indian Story. Birth and Growth of Myth. Clodd.
- d. The Indian Story. Longfellow's Hiawatha
- e. The Iceland Story, or Jack and Jill. Fiske's Myths and Myth Makers.
- f. The Man in the Moon. Fiske's Myths and Myth Makers.

- g. Seven Times One. Jean Ingelow.
- h. Children in the Moon. Eliot's Poetry for Children and Whittier's Child Life.
- i. The New Moon. Eliot's Poetry for Children and Whittier's Child Life.
- j. Lady Moon. Whittier's Child Life.

4. RAINBOW STORIES.

- a. Jack and the Bean Stalk.
- b. Iris. Cooke's Nature Myths and Stories.
- c. The Indian Story. Longfellow's Hiawatha.
- d. The Pot of Gold.
- e. Bifrost and Heimdall. Norse Stories. Gudrun Thorne-Thomsen.

5. THE AIR AND THE WIND.

- a. Athena and the Olive.
- b. Hermes. Cooke's Nature Myths and Stories.
- c. Ulysses and the Bag of Winds. The Odyssey.
- d. Aeneas and the Winds. The Aeneid.
- e. The Four Winds. Longfellow's Hiawatha.
- f. The South Wind and the Sun. Riley.
- g. The Four Winds. Hans Anderson.
- h. Legend of the North Wind; About a Boy. Norse Stories. Gudrun Thorne-Thomsen.
- i. The Wind and the Sun. Æsop's Fables.
- j. What the Winds Bring. Eliot's Poetry for Children.

6. THE CLOUDS.

- a. Apollo's Cows.
- b. Pegasus and Bellerophon.
- c. The Phaeacian Land. Cooke's Nature Myths and Stories.

- d. Swan Maidens. Cooke's Nature Myths and Stories.
- e. The Snow Queen. Second Story. Hans Andersen.
- f. The Snow Man. Hans Andersen.
- g. The Ice Maiden.

7. THE SEA. WATER.

- a. Neptune and the Horse.
- b. Stop, Stop, Pretty Water. Whittier's Child Life.
- c. The Fly, the Raindrop and the Sunbeam. The Kindergarten. Douai.

8. ANIMALS.

- a. Arachne. Old Greek Stories. Baldwin.
- b. The Cricket and the Poet. Browning's Poem, A Tale.
- c. Arion and the Dolphin.
- d. The Broken Wing. Emerson's Indian Myths.
- e. Aristaeus.
- f. Melampus.
- g. The Donkey and the Salt. Æsop's Fables. Cooke.
- h. The Fox and the Stork. Æsop's Fables. Cooke.
- i. The Happy Family. Hans Andersen.
- j. The Wren and the Bear. Grimm.
- k. The Ant and the Grasshopper. Æsop's Fables.
- l. The Crow and the Pitcher. Æsop's Fables.
- m. The Hare and the Tortoise. Æsop's Fables.
- n. The Ugly Duckling. Andersen.
- o. The Traveling Musicians. Andersen.
- p. Moufflou. Ouida. The Story Hour. Wiggin.
- q. The Brown Thrush. Whittier's Child Life.
- r. The Bluebird. Whittier's Child Life.

9. TREES.

- a. Apollo and Daphne. Old Greek Stories. Baldwin.
- b. Rhoecus. Lowell's Poem. Stories of Old Greece. Firth.
- c. Baucis and Philemon. Cooke's Nature Myths and Stories.
- d. The Anxious Leaf. Beecher's Norwood.
- e. The Vine and the Oak. Emerson's Indian Myths.
- f. Old Pipes and the Piper of the Dryad, St. Nicholas Fanciful Tales, Stockton (Langworthy.)
- g. The Discontented Pine Tree. The Kindergarten Douai.
- h. The Walnut Tree That Wanted to Bear Tulips. Wiltse's Stories.
- i. The Tree. Bjornsen. Whittier's Child Life.
- j. I'll Tell You How the Leaves Come Down. Susan Coolidge.

10. FLOWERS.

- a. Clytie. Cooke's Nature Myths and Stories.
- b. The Flax Flower. Andersen.
- c. May Blossom. Grimm.
- d. Chinese Story of the Narcissus. Fairyland of Flowers.
- e. The Dandelion. Longfellow's Hiawatha.
- f. Little Ida's Flowers. Hans Andersen.
- g. The Pea Blossom. Hans Andersen.
- h. The Story of the Seeds. Geo. McDonald. David Elginbrod.
- i. The Little Brown Seed. Margaret Sidney.
- j. Little Dandelion. Whittier's Child Life and Eliot's Poetry for Children.

Where the author is not mentioned, these stories are to be adapted from classic sources. They are not published in suitable form for little children.

BOOKS OF REFERENCE.

1. The Mythology of the Aryan Nations. Cox.
2. Manual of Mythology. Cox.
3. Fiske's Myths and Myth Makers.
4. Ruskin's Athena, Queen of the Air.
5. Clodd's Birth and Growth of Myth. Humboldt Library.
6. Bulfinch, Murray and Dwight's Mythologies.
7. Miss Emerson's Indian Myths.
8. Wiltse's Stories for Kindergartens and Primary Schools.
9. Scudder's Fables and Folk Stories.
10. Grimm's Fairy Stories.
11. Hans Andersen's Fairy Stories.
12. Æsop's Fables.
13. The Fairy Book. Craik.
14. Tales of Norse Mythology. Benjamin Thorpe.
15. Andersen's Norse Mythology.
16. The Nine Worlds. Litchfield.
17. Norse Stories. H. W. Mabie.
18. Baldwin's Stories of Seigfried.
19. De Garmo's Fairy Tales.
20. Echoes From Mistland.
21. Algonquin Legends. Charles G. Leland.
22. D. C. Brinton's Aboriginal America.
23. Myths of Greece and Rome. Guerber.
24. World's Literature. Vol. I. Burt.
25. Nature Myths and Other Stories. Flora J. Cooke.

SUGGESTIONS.

HISTORY—LITERATURE.

THE STORY.

“At the heart of the great dramas of the world lies the story, as the nucleus of interest. It is the story that delights, that thrills, that awes, that gives the impetus to the philosophic thought, that they have inspired.”—*Hamilton Mabie*.

I. WHAT IS IT? It is a picture, a word picture that helps us see more clearly, feel more heartily and act more faithfully.

II. QUALITIES OF A GOOD STORY.

1. Should be interesting.
2. “ “ instructive.
3. Must cultivate a taste for good literature.
4. Lead to the formation of moral judgments—of approval or disapproval of persons and matters introduced.
5. Should be related to the daily work.

Stories selected should always embody IDEALS—IDEALS of courage, strength, wisdom, patience, generosity, unselfishness, kindness. Children imitate what they admire, thus the ideal becomes an unconscious influence upon character.

“Ideals are the end as well as the centre and source of all our living—all the other powers are but means by which we seek to realize our IDEALS in our lives.”

III. KINDS OF STORIES.

1. Imaginative—selected nature myths, fairy stories, poems, and songs.
2. Realistic—Aim moral. If possible, true stories and of good deeds, rather than evil deeds.
3. Scientific—Conveying information about natural laws and phenomena.
4. Historic.
 - (a.) Biography.
 - (b.) Adventure—travel.
 - (c.) Industry—invention.

Through the historic tale the child discovers how environment influences work and habits and how environment can be overcome. He also discovers the relation between the individual and society, the growth of the state and the changes therein whereby it has become the institution of a free people.

IV.—TREATMENT OF THE STORY.

“Of all the things that a teacher should know how to do, the most important, without any exception, is to be able to tell a story.”—*G. Stanley Hall*.

1. PREPARATION.

Prepare the child's mind for the thought to be presented in the story by SKILFUL QUESTIONING and thus bring to the child's consciousness concepts which are related to those soon to be presented.

2. PRESENTATION: Give the story.

If the story is a long one, it is best to divide it into sections. Each section should form a complete whole and be worked through and finished up as to apperception, abstraction and application.

NOTE.—After the story has been presented the children should be required to reproduce it. In reproduction continuity of thought should not be broken. Faults in grammar, pronunciation, etc., may be corrected at the close.

Hold pupils to two things in reproduction : (1) Logical continuity of thought; (2) correct language. It is of utmost consequence that children be trained into the habit of connected thinking.

3. **ABSTRACTION**—An act of learning is made up of three processes :

1. Receiving new concepts.
2. Arranging, co-ordinating and associating these new concepts with the old ones. (Apperception.)
3. The derivation of the vital notions or truths lying dormant in the matter learned. (Abstraction.) The notions are there, they must be drawn out.

The work of **ABSTRACTION** must be done by the pupil. Only those general truths which are of importance and significant to the child should be derived.

4. **APPLICATION**—

After these truths have been abstracted they should be expressed in good English.

The value of knowledge for a pupil is measured by his ability to make it serve the needs of life.

NOTES.—A story should never be told for its own sake merely, but for the sake of the truth that lies within it. The story should point its own moral.

Dr. Walter L. Hervey, in his "Picture Work," says: "The secret of story-telling lies not in following rules, not in analyzing processes, not even in imitating good models, though these are all necessary, but first of all in being **FULL**—full of the story, the picture, the children; and then in being morally and spiritually up to concert pitch, which is the true source of power in everything. From these comes spontaneity; what is within must come out; the story tells itself, and of your fullness the children all receive."

The points of practical story-telling may be thus outlined :

1. See it. If you are to make me see it, you must see it yourself.
2. Feel it. If it is to touch your class, it must first have touched you.
3. Shorten it. It is probably too long. Brevity is the soul of story-telling.
4. Expand it. It is probably meagre in necessary background, in details.
5. Master it. Practice. Repetition is the mother of stories well told; readiness, the secret of classes well held.
6. Repeat it. Don't be afraid of re-telling a good story. Every one loves a "twice-told tale."

PHYSIOLOGY AND HYGIENE.

Simple oral lessons in the primary grades, and in the grammar grades written exercises in connection with language work tending to the proper care of the body. This study should not be analytical, nor should it dwell upon possible diseases, tending to produce a morbid state of mind in the children, but it should hold before them as a model the healthy human body as the home of the healthy human soul, and should lead to such wholesome care regarding personal habits as the needs of the body require.

FIRST GRADE.

Personal cleanliness.

SECOND GRADE.

The same as the First Grade, and in addition some attention to characteristics and uses of the more prominent organs of the body.

THIRD GRADE.

As in the Second Grade, special attention being given to cleanliness of the teeth and to the cigarette and candy habits.

FOURTH GRADE.

Simple rules for exercise, rest, sleep, eating, care of the eyes.

FIFTH GRADE, "B" CLASS.

Organs and processes of digestion, simply treated, with the effects of stimulants and smoking thereon, especially among children.

FIFTH GRADE, "A" CLASS.

Foods—Necessity, kinds, quantity, cooking, chewing, etc.

SIXTH GRADE, "B" CLASS.

Absorption and circulation.

SIXTH GRADE, "A" CLASS.

Respiration and Perspiration.

SEVENTH GRADE, "B" CLASS.

Skeleton—Structure, uses, hygiene, growth, repair.

SEVENTH GRADE, "A" CLASS.

Muscular System—Structure, uses, hygiene, growth, exercise.

EIGHTH GRADE, "B" CLASS.

The general nervous system—hygiene, growth, exercise.

EIGHTH GRADE, "A" CLASS.

Special senses—sight, smell, taste, hearing, touch.

Throughout the grades such attention to the uses of stimulants and narcotics as is required by law and wise

for the children should be given. The main aim of the work should be positive rather than negative—the securing of good habits through intelligent interest.

WRITING.

The vertical system is to be used in all the grades of the schools. Much attention is to be given to all writing. The writing books, while they are to be carefully used, are not the only nor the chief reliance. Children's writing should be judged, not by what they write in the writing books, but by their ordinary written papers; hence, teachers in all grades are expected to give especial care to the penmanship of all written work, and to use the writing books as a means to this end.

In a class of two grades, the book of the higher grade should be used.

FIRST GRADE.

Use the blackboard largely for full arm, free movements.

For seat work, the paper pad and a soft, blunt pencil should be used.

The writing should be the ordinary writing required for the language work.

SECOND GRADE.

B Class. No. 1, Graphic Writing Book, Shorter Course.

A " " 0, " " " " "

THIRD GRADE.

B Class. No. 2, Graphic Writing Book, Shorter Course.

A " " $\frac{1}{2}$, New " " " " "

FOURTH GRADE.

B Class. No. 3, Graphic Writing Book, Shorter Course.

A " " 4, " " " " "

FIFTH GRADE.

B Class. No. 4½, Graphic Writing Book, Shorter Course.
 A " " 5, " " " " "

SIXTH GRADE.

B Class. No. 4, Graphic Writing Book, Longer Course.
 A " " 5, " " " " "

SEVENTH GRADE.

B Class. No. 6, Graphic Writing Book, Longer Course.
 A " " 6, " " " " "

One book a year.

EIGHTH GRADE.

B Class. No. 6, Graphic Writing Book, Longer Course.
 A " " 6, " " " " "

One book a year, or the entire use of a book in this grade can be dispensed with.

NATURE STUDY.

SELECTION OF SUBJECTS.

Each subject for class study has been selected with reference to the following characteristics :—

Its interest to the child.

Its disciplinary value.

Its practical value. (Usefulness to man.)

Its æsthetic value.

The ease with which it may be presented objectively.

Its intimate connection with the other studies of the course.

The place the subject holds in the scheme of creation.

We are not seeking to make scientists of the children, but we are striving to lead them to be keen, accurate,

sympathetic observers of the world about them. To this end they are given the opportunity to investigate each part of their natural environment, hence the variety of subjects. The course is progressive, as it has been demonstrated by experience that at various stages in the child's life his interests are concerned with this or that series of phenomena, and his mental growth best aided by work adapted to the various stages of development. The course follows the growth of the child, rather than any hard and fast lines of school years.

ANIMAL STUDY.

The study of animals, as outlined, proceeds from the study of typical members of the vertebrates in the first year, through the invertebrates in succeeding years, down to the study of the lowest forms, in the fifth year.

This order is found to be the most logical, as the higher animals present the most features referable to the child's own body. From this study of animals most like himself, he progresses gradually, forming correct concepts, step by step, of life in its various manifestations.

In all instances the live animal is the first studied. Its life in the school-room is watched, and the child thus gains a power of observation and an intimate knowledge not obtainable from the stuffed specimen or picture alone.

The specimens selected represent types of the great divisions of the Animal Kingdom—the mammal, the bird, the fish, the insect, the crustacean, the mollusk, the polyp and the lowest forms.

Field excursions are to be made at certain times indicated on the programme, that the child may see Nature at work, learn to love and interpret her in her natural environment.

The Aquarium in New York furnishes an opportunity rarely given us for observing life in the water. Excur-

sions are planned to coincide with the child's study of fish, crustacean, sea anemone and coral.

The Museum of Natural History affords a good chance for comparative work, and excursions to this are planned for classes in bird study, felidæ, etc.

In the Preparation for Winter and Signs of Spring the lives of many animals, not included in the list for special study, furnish us with many additional points of interest. The beaver, the muskrat, the frog, the fly, etc., are extremely interesting Fall and Spring studies in relation to the periods of rest and awakening.

The method to be pursued with regard to specimens for detailed study should be the invariable one of a specimen for each child or one large enough for the children of the group to see distinctly the parts studied.

By thus taking the child, as it were, into the confidence of "bird and beast," he gains a power of interpretation, a value of form as modified and adapted to environment, and a sympathy with all animal life, even the lowest, so called.

PLANT STUDY.

The same principle of the study of Life is to be pursued with the plant as with the animal.

Not names, but the living processes of the plant life are to be studied; not dried specimens for study, but the wealth of beauty of the plant alive and responding to every influence.

Certain subjects have been chosen as those best suited to give the child an opportunity for observation and the key to the world around him.

The subjects selected are interwoven with the work outlined for Preparation for Winter and Signs of Spring, so that while the child has glimpses of the plant world busily at work, as a whole, he is given the opportunity for the special study of parts.

Starting with the study of some plant as a whole, he proceeds gradually through germination, formation, care and protection of buds, study of typical trees, the ripening of seed vessels, the distribution of seeds, fertilization, study of stem, leaf and root (deferred until after the study of the flower, the processes being more obscure), the last of all, the study of the fern, mosses, etc.,—the cryptogams

With each of these topics, an excursion is planned. On these excursions much of the material for class study may be collected.

The course completed, the child should have an increased power of observation, a working knowledge of the processes of plant life, the beauty of adaptation of means to end, and an added love for plant and flower.

WEATHER OBSERVATIONS.

To consist in the first grade of the simple daily observations of the weather, taken at the beginning of school, and the making of a chart filled in with pictures mainly.

Sunshine.

Clouds.

Rain.

Fog.

Snow.

Short talks with the children about the weather. In the spring, spring rains, softening of earth, warmer days, etc., aid to plant world.

Throughout the succeeding years, the daily record to be kept up, using words as soon as possible, and enlarging chart by progressive steps, year by year, including record of temperature, direction of wind, date and time of observation, etc.

This record to be accompanied by study of snow and other forms of water, effect of frost on rocks, erosion and

deposition, points of compass, indication of weather vane, thermometer, the sun and other phenomena.

In the higher years the study of meteorology may be taken up, thus crystallizing the observations of the years preceding.

CHEMISTRY AND PHYSICS.

The course in chemistry and physics begins with the study of simple phenomena, as the solution, evaporation, etc., of liquids. Preceded as it is, by the study of meteorology, in which similar phenomena with regard to water have been studied, the course proceeds from this to crystallization, etc.

Each student is to perform the experiments in the formation of crystals from solution. A study of crystallographic forms follows. In this each one makes the crystal axes and models.

The second part of the course consists of the study of physical and chemical phenomena as illustrated in our every day experience with the common elements, air, fire and water.

It is desirable that as soon as possible a laboratory shall be fitted up in each grammar school, that the students may perform these experiments for themselves. Until then, the course pursued will be the performing of the experiment by the teacher at the desk, the careful description by the student of the apparatus used, the process, the resulting phenomena, and the discussion of the principle involved.

The apparatus used to be the simplest consistent with the performing of the experiment, and as largely as possible, that which each student may make for himself.

COURSE I.

In this course, the objects of nature immediately around the child, are taken up. The common animals, the plants of the garden, the plants in the school-room, etc., are all

within his world and as such suggest themselves as the best topics for study with the little ones.

FALL.

PREPARATION FOR WINTER.

In the Animal World.

As illustrated by the squirrel, rabbit, bird, caterpillar, horse, cow, dog and man.

In the Plant World.

Seed forming. The mission of the flower.

Roots. Garden plants dying to the ground, living at root.

Care and preparation of buds for winter.

Fallen leaves. Their mission. Pressing and mounting leaves.

Weather Chart.

Pictured daily.

STUDY OF THE RODENTS. Rabbit, squirrel, rat.

FISH. Aquarium in school-room.

WINTER.

CAT.

HOUSE PLANTS. Care and study of plants in school-room.

SPRING.

GERMINATION. Peas and beans.

BIRD. Pigeon or canary. Duck, swimming birds.

SIGNS OF SPRING.

In Animal World.

As shown by rabbit, squirrel, returning birds, butterfly, common animals, etc.

In Plant World.

Opening buds. Alder, pussy-willow, horse-chestnut.

Germination of seeds out of doors. Sprouting of all things.

Spring flowers.

Weather.

Chart.

Spring rains, softening of the earth, warmer days.

Work of the winds.

COURSE II.

Familiar with the common animals and plants about him, the child's study reaches out farther into the world around him. It is designed that much of the work should be done by the children out-of-doors. The gathering of cocoons from the trees and bushes, fish from the bay for the school aquarium, the study of trees in the vicinity of the school house, etc., all contribute to the idea of this year's work.

FALL.

PREPARATION FOR WINTER. Field excursion.

By Animals.

As shown by beaver, bear, musk-rat.

By Plants.

Bulbs, grasses, including grains.

Weather.

Chart.

Daily records.

The sun.

Points of compass.

Thermometer.

CATERPILLAR.

BIRD. Review live bird. Wading, running birds, etc.

Visit Central Park and Museum.

FISH. Of brooks, of sea.

WINTER.

FISH. (Continued.)

TREES IN WINTER. (Not evergreens.)

SPRING.

TWIGS. LEAF BUDS.

GERMINATION. Use other seeds.

BUTTERFLY.

SIGNS OF SPRING.

By Animals.

As shown by beaver, bear, musk-rat.

By Plants.

Bulbs, Easter Lily, Tulip, Hyacinth, etc.

Spring flowers. Collecting, pressing,
mounting.

Weather.

Record.

COURSE III.

The course, as outlined, presents farther topics of study, including the study of the flowers as to the use of parts, which in the previous courses has been taken up as a whole. This work, running through Courses III. and IV., prepares the way for the study of cross-fertilization as taken in Course V. The work on trees gives us the study of the pines, spruces, etc., during the winter months and that of the fruit trees in the spring. The work on animals is largely on insects, using the grasshopper and butterfly as types.

FALL.

PREPARATION FOR WINTER. Field excursion.

Animals.

Winter rest of mud-turtle, frog, snail, snake.

Plants.

Fall planting.

Water.

Snow. Ice.

Freezing. Frosts.

Expansion. Breaking of Rocks.

Protection of snow to plants and animals.

Weather.

Chart.

Experiments with temperature of snow-banks,
melting, ice.

CATERPILLAR.

GRASSHOPPER. CRICKET.

WINTER.

EVERGREENS, CONIFERS.

SPRING.

BUTTERFLY.

FRUIT TREES. Apple, pear, cherry, etc.

FLOWERS. Parts and uses.

SIGNS OF SPRING. Field excursion.

Animals.

Frog. Observation of frogs' eggs.

Snail. Laying of eggs in aquarium.

Plants.

Planting.

Work of farmer, gardener, etc.

Weather.

Snow melting.

Full streams and resulting erosion and depo-
sition.

Lingering snow.

Location. Why?

COURSE IV.

This course continues the work of Course III., introducing new types. The work on distribution of seeds is of especial interest as material for this is so abundant and easily obtained. The study of evergreen plants, such as the holly, mistletoe, ivy, etc., may be taken up during the winter. It is suggested that in the fall a salt water aquarium be started, the small fiddler crabs collected from the salt marshes, together with the sea-lettuce, this to furnish material for the study of the crustacea in the winter.

FALL.

PREPARATION FOR WINTER. Field excursion.

Animals.

Winter life of bee and other insects, crayfish, fish.

Plants.

Ripening seed vessels.

Trees.

Changing color of leaves. Location of sap.
Calendar of changes.

Weather.

Chart.

Review water. Glaciers, icebergs, avalanches.

DISTRIBUTION OF SEEDS.

INSECTS. Types to be selected.

WINTER.

CRUSTACEA. Crab, lobster or crayfish.

EVERGREENS. Other varieties.

SPRING.

TREES. Maple, willows. Other shade trees.

FLOWERS. Parts and uses.

SIGNS OF SPRING.

Animals.

Signs of activity in insect world. Bee's short trips from hive for sap, and nectar from earliest Spring flowers.

Beetles under logs. Flies.

Plants.

Early flowering trees and shrubs.

Weather.

Effects of Spring on ice-floes, icebergs, etc.

NATURE STUDY IN GRAMMAR GRADES.

Four courses are outlined. If desired, these need not be taken in order of progression. If the individual tastes of the teachers would indicate a different arrangement, a selection of the course preferred may be made. Whatever rearrangement is made, however, it is not desired that two teachers of different grades, in the same school, should select the same course, as this would result in the child's going over the same ground twice.

COURSE V.

PLANT LIFE.

FERTILIZATION OF FLOWERS.

- a.* Simple types as illustrated in the nasturtium, pansy, etc.
- b.* Special adaptation of flowers in a head as compositae, clover, etc.

PARTS OF THE PLANT.

Uses of parts and relation, one to the other.

Make studies of several plants with regard to leaf, root and stem. Later, comparative work on the various kinds of roots, stems and leaves may be done if desired.

STUDIES AMONG THE FLOWERLESS PLANTS. Ferns,
mosses, lichens, etc.

ANIMAL LIFE.

STUDY OF TYPES OF RADIATE ANIMALS.

Sea-anemone, coral, etc.

TYPES OF MOLLUSKS.

Oyster, clam, snail, etc.

EXCURSION TO N. Y. AQUARIUM.

STUDIES AMONG THE LOWER ORDERS OF ANIMAL
WORLD.

Sponges, chalk, etc.

COURSE VI.

METEOROLOGY.

Studies in atmospheric phenomena.

Simple experiments with home-made apparatus.

Following out of suggestions made by the Gov-
ernment in the Charts and Guides for Ama-
teur Observers.

MAN AND NATURE.

Under this heading various practical topics may
be introduced at the discretion of the teacher.

Of those which may be found of value are
studies such as the following :—

School gardens.

Friends and foes.

Poisonous plants.

Birds and their preservation.

The movement to preserve our forests. Tree
planting. Why? How may we aid?

Redemption of waste lands.

Man's early attempt to interpret nature. Classic
myths.

Other topics will suggest themselves to the teacher, but it is desired that two or three subjects at least, shall be of such a nature that they can be actually worked out by the children.

COURSE VII.

CHEMISTRY AND PHYSICS.

PART I.

1. Evaporation.
Solution.
Condensation.
Distillation.
2. Crystallization.
Crystallography.

PART II.

- Air.
Mechanics of gases—study of air as the typical gas.
Chemistry of air.
- Fire.
Structure of the candle flame.
Combustion.
Heat.
- Water.
Mechanics of liquids—study of water as the typical liquid.
Chemistry of water.

COURSE VIII.

STUDY OF ROCKS.

I. Rock forming minerals.

- Quartz.
- Feldspar.
- Mica.
- Hornblende.
- Calcite.

II. Rocks formed.

Granites.
Gneisses.
Schists.
Syenites.
Limestones.
Conglomerates.
Sandstones.
Shales.
Slates.
Lavas.
Trap.

III. Forces which formed rocks.

Study of water-built rocks,
fire-built rocks,
changed or metamorphic rocks.

IV. Geology of region around Newark.

V. Study of metals and their occurrence in Nature.

Excursions to field throughout entire course.

Sets of fifty specimens (inch square) of each stone for
class work.

Collection of specimens by class.

GENERAL OUTLINE FOR TREE STUDY.

ANY EXOGENOUS TREE.

A.—Whole tree. Outdoor work. General notion.
Compare and contrast with other trees. Oral description.
Collection of parts for future use. Observation of habitat,
environments, etc.

B.—Buds. Scales (protection). Young leaves. Flower
buds.

C.—Twigs. Bud-scale scars (age). Leaf-scars. Fruit
stem scars.

D.—Branches. Pith (starch). Heart wood. Sap wood. Bark (resin).

E.—Leaves. Relation to the Sun. Arrangement. Size. Shape.

F.—Flowers. Pistillate. Staminate. (On the same tree or on different).

G.—Fruits. Seeds (distribution, protection). Germination. Collect fruit.

Written descriptions and related reading throughout the work.

1.—Take the tree as it is now (in season.) Aim to select a tree which all can see every day.

2.—Size, height, diameter, circumference.

3.—Collect twigs, notice buds, arrangement on stem, opposite or alternate.

How many turns round the stem are made in passing from a bud, to one directly above it.

From the shape of the tree and the relative thickness of the branches and twigs, which buds, terminal or lateral, seem to take the lead in development?

The parts of the stem from which the leaves grow are called what? (nodes.)

How many leaves grow from one node?

What do you find growing at the node between the stem and the leaf?

Find how many leaf scars on your twig?

Find how many bud scale scars?

When were they formed?

Beginning at the top, do you find any other marks on the stem? (rings).

Do the parts on each side of these rings look alike?

Beginning at the top, how many rings can you count on your stem?

Find the ring on your twig which was formed last spring by the falling off of the scales?

How much did your twig grow this summer?

How much did it grow last summer?

How many years old is your twig?

Make longitudinal and cross sections of twigs.

Which part is dead?

Discover the rings of wood in each which correspond to the record on the bark.

Is there any difference in color between the heart wood and the sap wood of an older twig?

Does it show pith and rays?

How do lumbermen cut boards from a log?

How can you account for difference in grain in lumber?

How many layers in the bark?

How does the bark grow?

Why can the cork be taken off without injuring the tree?

4.—Wood of tree (have specimens).

a.—Its nature.

b.—Color.

c.—Uses.

5.—Fruit (specimen present).

a.—Size.

b.—Shape.

c.—Mother Nature's arrangement for protecting the seed.

d.—Uses.

6.—Where found in abundance.

7.—Age.

8.—Generous characters.

9.—Uses of tree studied.

Shelter for birds.

Home for squirrels.

Shade.

In architecture, etc.

10.—Lessons learned from trees.

a.—Self-preservation.*b.*—Its adaptability.*c.*—Perfects itself.*d.*—Able to render service by producing fruit, giving shade, and furnishing lumber (wood).

Compare (if possible) two very different trees—that is, one growing in an exposed place alone, another growing with other trees, as in a grove or forest. Or contrast tree studied with some very different tree.

Sketch from memory the tree studied.

When possible, notice the arrangement of the leaves by viewing the branch from above. (Read "Flower, Leaves and Fruit," Lubbock).

Supply each child with a large twig, bearing leaves (and fruit, if possible).

References—

Newhall's—Trees of N. E. America.

Mrs. Dysen's—Story of the Trees.

Newell's—Botany Reader, Part I.

Flagg's—A Year with Trees.

"Timber"—Filibert Roth, Forestry Division, Agricultural Department, Washington.

SUGGESTIVE SPRING STUDY :— NATURE'S AWAKENING.

March, April and May.

FORCES OF NATURE.

I. The Sun as the Source of Heat and Light.

The work it does : Changes temperature, causes winds, melts the ice, causes plants to grow.

The pleasure it gives.

II. The Wind—What it is.

The wind as a worker in nature.

1. Uses of wind to nature in the spring.
2. Direction of each wind.

The work of each—north wind, south wind, east and west winds.

3. Uses of wind to man.

Myths and stories :

Odysseus and the Bag of Winds.

Orpheus ; Legend of the North Wind.

Hermes.

West Wind Is a Friend of Flora, Queen of Spring.

Prometheus.

The Garden of Paradise.

How the Wind Works With a Will.

Bluster, Bright and Sprinkle.

Story of a Breeze.

The Wind Princess.

III. The Rain and Clouds.

1. What is rain ?
2. What brings the rain ?
3. Effects of rain.

The above is suggested only by way of review.

IV. Observation on the changes of nature.

1. The swelling buds. Study—Maple and Pussy Willow.

A. The Willow :

How does it differ in general appearance from other trees ?

What is the color of the bark in the young twigs ?

How are the buds arranged ?

When were they formed ?

Take off the covering and describe one.

When were they formed?

When do the buds begin to swell?

Can you procure two kinds of "pussies?"

The oneshedding the yellow powder (pollen) is made up of stamens, the other of young seed pods (pistils). The young seeds must have other material than sap before the seeds will ripen. This comes from the pollen.

What scatters the pollen?

Sketch a tree. Draw a twig. Describe a leaf.

Why do we plant the trees?

What are these trees used for?

Cut some twigs and keep them in water for a few weeks.

Note any changes.

What are the twigs used for?

REFERENCES.

Stories of Trees. (Willows, pp. 194-207.)

Nature Stories. (Pussy Willow, p. 7.) Bass.

A Spring Relish. (Buds.)

Little Nature Stories. M. E. Burt.

Mother Willow's Babies. Kg. Mag., Vol. 2, p. 332.

B. The Maples.

Visit the nearest maple trees—as many kinds as possible.

Sketch different trees in outline. How do they differ?

Which is the sugar maple? Why so called?

What part of the tree does the sap come from?

Cut some twigs in pieces one inch long and split these through the centre.

In which part do you find the sap?

How is the tree "tapped?" How far do they bore!

What would be the result if the spile were inserted farther in?

The central portion (heart wood) of the tree is dead. Of what use is it?

How does a hollow tree show which part of the tree is alive?

How does the tree change in the spring? Buds swell, leaves come out, etc.

What do the roots do?

What was stored away last fall in the tree?
(Plant food, starch.)

From these observations lead out into the industry of sugar making.

REFERENCES.

- Maple Trees' Surprise. Child's World.
The Maple. Kg. Mag., Vol. 2, page 43.
Story, p. 253. Child's World.
First Reader, p. 100. Ella M. Cyr.
Nature Stories, p. 5. Mary Bass.
Little Nature Stories, "March." M. E. Burt.
Stories of Trees, p. 116. Mrs. Dyson.

2. Germination.

Necessary conditions—Moisture, temperature.

Changes—In size, in parts.

Draw different stages.

Notice manner of breaking through the ground and carefully watch the development of the plant.

3. Return of the birds. Observe them as builders. Care taken in selecting spot for nest. Notice trades represented by birds.

4. Easter.

5. Spring flowers.

6. Insects, butterflies.

STUDY OF GERMINATION.

*(Suggestions to Teachers.)**CENTRAL THOUGHT—Care and Protection, and later, Order, System and Plan.*

BIBLIOGRAPHY.

- Longman's Object Lessons.
 Guides for Science Teaching—Concerning a Few Plants—
 G. L. Goodale.
 First Lessons in Botany. Bailey.
 Lessons in Botany. Alphonso Wood.
 A Reader in Botany, Part I. Newell.
 First Book of Botany. Eliza A. Youmans.
 Introduction to Botany. Spalding.
 Song of Life. M. Morley.
 Nature Study in Elementary Schools. Mrs. L. L. Wilson.

GENERAL PLAN.

I. Topic—Conditions of Germination.

II. Purposes.

1. General—To give pupils a knowledge of the conditions necessary for the process of germination.
2. Specific.
 - (a.) To give a knowledge of the successive steps in the process of germination.
 - (b.) To create a love for nature and her methods of working.
 - (c.) To teach observation, thinking and reasoning.
 - (d.) To lead the children to discover the truth that we reap what we sow.

III. Preparation.

1. Teacher should have a thorough knowledge of the subject.

2. She should ascertain what the children already know about the subject.
3. Materials should be prepared and a specimen given each child.

IV. Presentation.

V. Application.

1. In respect to other studies.
 - (a.) Language.
 - (b.) Penmanship.
 - (c.) Spelling.
 - (d.) Reading.
2. With relation to the home.
 - (a.) Carefulness in regard to work.
 - (b.) Interest in outdoor work.
3. In regard to the development of the mental activities.
 - (a.) Observation.
 - (b.) Thinking.
 - (c.) Judgment.
 - (d.) Reasoning.

MATERIALS AND APPARATUS.

- I. Seeds—Beans and peas.
- II. Materials for planting—Soil, sand, sawdust, boxes.
- III. Materials and apparatus for the various experiments.

PLAN OF PRESENTATION TO THE CHILDREN.

Preparatory Steps.

Have seeds planted so as to show from seven to ten stages of growth, the last being the seed soaked in water for 24 hours.

NOTE—Let the children do the work.

Steps in Presentation.

I. Study and examine the bare seed. The following names should be understood before leaving the subject :

1. Root or Radicle.
2. Stem, Bud, or Plumule.
3. Leaves, Cotyledons (number of cotyledons).

II. The children are now ready for the various stages. Having placed the series, beginning with the soaked seed before them, let them study points of difference and points of likeness.

The teacher should guide the work by asking questions of such a character that the answers must be sought from an examination of the plants themselves.

For example let them note—

1. Difference in size.
2. What has taken place.
3. Different parts and changes that have taken place; use of each part, first to the plant and then to animals and man.
4. What the conditions were that were necessary for growth.
 - (a.) Moisture—how supplied.
Experiment 1.
 - (b.) Light.
Experiment 2.
 - (c.) Heat.
Experiment 3.

EXPERIMENTS.

1. Have four or five seeds planted in sawdust, from which all the moisture has been driven off by heat.

Purpose—To ascertain if moisture is one of the conditions of germination.

2. Place a number of seeds in moist sawdust in a cool place, but do not allow them to freeze.

Purpose—To ascertain if heat is necessary for germination.

3. Place a few soaked seeds on top of the sawdust, and in a few days examine.

Purpose—To determine if light prevents germination.

Note—To prevent drying, the dish should be covered with a "bell-jar."

Nature Study will not succeed unless it is coordinated with other studies. It is not to be pushed in as an extra, but should be made the basis of much of the other work of the school. For example, it cannot be separated from language and drawing. Experience has shown that it gives to these a life and interest they never possessed before. It is better for the pupils to express their own ideas, based on their own observations, than to copy and put into somewhat different form the ideas obtained from teacher or book. Nature study forms a fitting introduction to much that is most beautiful in literature.

THE FOLLOWING ARE SUGGESTIVE TOPICS FOR LANGUAGE.

1. What spring rains and sunshine do for the seed.
2. What we found inside the seed.
3. How the seed gets out of the ground.
4. The part that grows down.
5. The part that grows up.
6. The baby seedling.
7. The growing plant.
8. The grown plant has flowers.
9. What are flowers for?
10. The flower mother.

11. The flower servants.
12. The flower mother and her seeds.
13. Where the seeds come from.
14. How seeds are scattered by nature.
15. How seeds are planted by nature.

SUGGESTIONS TO PRIMARY TEACHERS AS TO OCCUPATION WORK.

The AIM in all school work is to have every exercise truly educative in its influence upon the child.

The occupation work is as imperative in its claims as the recitation. The work demands most thoughtful planning and preparation. It must be so adapted and presented that it will not only arouse and strengthen ideas in the child's mind, but will also provide conditions for gaining new ideas.

These IDEAS must be so related to the child's experience that they are of real INTEREST and become a part of his life.

THE CHILD reveals his interest, his experiences and powers, through various modes of expression.

The material or mediums of expression depends upon the nature of the subject. (Such material should be used as will allow the fullest and most satisfactory expression.)

All work done by the child when not under immediate supervision should truly tell his power and his need.

CLAY MODELING should be used for all objects requiring expression in three dimensions; or in relief for models of huts, houses, or parts of architectural structures and decorative detail for utensils; for models of insects and other animals, and for all objects in Nature Study or History that require, for correct rendering, a plastic medium.

SAND MODELING may be used for natural land areas, and for changes that have occurred in these by the action of physical forces; and for all the subjects in geography,

science, history and mathematics that may be well expressed by its yielding character.

PAINTING with water colors or colored crayon should be used for illustrating those phases of nature that possess the color element.

Encourage LARGE, FREE WORK.

In the *free-hand paper cutting* the child may make his story better understood by pasting the cutting in order upon a background of some contrasting color.

VARIOUS MODES OF EXPRESSION POSSIBLE.

I. Making.

(a) Articles needed for daily use in the daily work—as squares to hold paste, envelopes for sentences, words, pictures, etc.; boxes, trays and baskets of various sizes made from cardboard for holding shoe-pegs, lintels, etc.; bags, dust cloths and pen wipers, or any useful article.

(b) Articles illustrating the ideas gained in regular lessons; as, the houses of primitive people studied, weapons, utensils, modes of travel, and inventions—as sun-dial, clock-face, etc.

(c) Articles for the use of others—simple, but useful, gifts—appropriate to the festival occasions, for those at home, or for other children who may be less fortunate.

II. Modeling in clay or sand.

III. Paper cutting and pasting.

IV. Painting with water colors.

V. Drawing on blackboard or paper in ONE OR MORE of the above ways, and in connection with other lessons.

(a) Illustrate a story that has been told or read.

(b) Represent different occupations and the tools or implements used in each; as, the farmer, carpenter, blacksmith, shoemaker, etc.

(*c*) Describe and represent the work of the seasons and the implements used; as, the planting of gardens in spring.

(*d*) Represent the work of each day in the home, etc., and the things needed in each kind of work.

(*e*) Represent the means of transportation observed on land and water, or imaged from stories and pictures; as, boats, bridges, wagons, caravans, trains of cars, etc.

(*f*) Illustrate inventions.

(*g*) Illustrate the successive pictures represented in a poem.

Encourage pupils to collect pictures connected with work being done; as, pictures of people of other countries, their manners and custom of living, etc. (Carefully mount the same.)

NOTE.—In planning the hand-work with the children, take time for discussion and explanation, ascertaining that every child knows clearly what he is to make, to what use it will be put, and also that he feels so SURE of materials and plans that he can work freely and independently.

CRITICISM, COMMENDATION and ENCOURAGEMENT are tools in hands of the teacher to inspire closer study and awaken enthusiasm and desire for improvement on the part of the pupils. The pupil should be allowed to be his OWN CRITIC first.

IMPROVEMENT must be noticed by the teacher. Growth will be shown in pupils' work after a just criticism has given rise to more accurate observation.

In all work the children should be trained to habits of economy in the use of materials; neatness and order in care of materials; honesty and accuracy in having the work so well done that it fulfills its intended purpose.

MUSIC.

A permanent grading of the music of the city is at present impossible on account of the very recent adoption of the Natural Music Course. To reach thorough results the books must be placed for the current year where they will best meet the present requirements of the pupils. As the work broadens in scope in the upper grades a rearrangement of the course will be made to meet the growing necessities.

FIRST GRADE.

Rote songs with individual training by means of interval and tone work.

SECOND GRADE.

Rote songs with interval work continued.

THIRD GRADE.

Chart A. Interval drill continued, vocalizing with open vowel tones, as oo-ä, ö, etc. Intervals to be sung on pitches C. D. E. Chart exercises vocalized. Simple key exercises selected from primer for black board reading.

FOURTH GRADE.

Primer. Chart B. Intervals vocalized on C. D. E. F.

FIFTH GRADE.

Primer. Chart C. Interval work continued as in previous grades. |

SIXTH GRADE.

Reader Number One. Chart D. Interval drill.

SEVENTH GRADE.

Reader Number One. Chart D. Interval drill.

EIGHTH GRADE.

Reader Number Two. Chart E. Intervals for tone drill.

DRAWING.

The Prang drawing books and manuals are in use in the various grades as follows:—

FIRST GRADE.

Primary Manual, Part I.

SECOND GRADE.

Primary Manual, Part II.

THIRD GRADE.

Nos. 1 and 2. Prang Elementary Course. Manual, Part I.

FOURTH GRADE.

Nos. 3 and 4. Prang Elementary Course. Manual, Part II.

FIFTH GRADE.

Nos. 5 and 6. Prang Elementary Course. Manual, Part III.

SIXTH GRADE.

No. 7. Prang Elementary Course. Manual, Part IV.

SEVENTH GRADE.

No. 8. Prang Elementary Course. Manual, Part IV.

EIGHTH GRADE.

No. 9. Prang Elementary Course. Manual, Part V.

MANUAL TRAINING.

GENERAL DIRECTIONS.

In each grade the work is taken up in the following order:

STUDY OF MODEL.

In the study and analysis of the model endeavor to arouse the interest of each pupil. Lead him to discover the facts of form, size and construction. Emphasize any geometric principle involved in the design. Examine the material of which the model is made, note the fitness of material and design for the intended use. Find, if possible, other adaptations of the mechanical principle contained.

DRAWING.

Show the necessity for a drawing that will express facts. Let each pupil make a free hand working sketch of the model, expressing in a clear and systematic way the facts gained in previous analysis. In the sketch give attention to good proportions and clear dimensions. The technical sketch will contain the thought of the lesson until it is put in permanent form in the accurately made working drawing. Every line in the sketch should be made free hand and every line in the working drawing with the instruments.

WOOD WORK.

In constructing a model the pupil should be led to rely on the dimensions of the working drawing, so that the finished piece may be the completion of the thought transmitted by the drawing.

In the wood work give special attention to the proper handling of materials and tools.

FIFTH GRADE.

DRAWING.

Use and care of simple drawing tools, as pencil, T square, triangle, ruler and compasses.

Making working drawing of each lesson. Making designs, using straight lines and arcs of circles in simple combination.

Working drawings for this grade show but one view, (projection.)

WOOD WORK.

Use and care of knife and try square. Cutting straight lines with, across and against the grain.

Cutting convex, concave and compound curves. Testing with ruler and try square for accurate measurement, straight lines and square corners. Proper use of sandpaper as a finishing tool.

Selections are made from the following list of models:

Oblong, label, keytag, match striker, Greek cross, St. Andrew's cross, fishline reel, yarnwinder, kitestring reel, calendar back, pencil sharpener, sandspade, mat, paper knife, valise tag, book carrier, bangle board, bill or paper file, picture frame bracket.

SIXTH GRADE.

DRAWING.

First principles of orthographic projection.

Use of more than one view (projection) to express all the facts of a model. Relative positions of the several views (projections) with respect to each other. Making working drawings of all models constructed.

WOOD-WORK.

Work with thicker wood than that of the fifth grade.

Straightaway whittling of rectilinear forms. Free whittling of curvilinear forms and free-hand modeling with knife.

Construction of models requiring more than one piece to make the finished form.

Assembling parts.

Use of glue, hammer and brads and sandpaper.

Lessons for this grade are selected from the following list:

Sandpapering block, bundle-carrier, plant support, tipcat, tipcat bat, knife sharpener, pen rack, tooth brush holder, sled, letter opener, photograph holder, windmill (head and vane), glove mender, bracket, match box.

SEVENTH GRADE.

DRAWING.

Additional drawing tools for this grade are drawing boards and 60 degrees by 30 degrees triangle, making a complete working drawing of each model before beginning its construction.

Practice in reading drawings by giving lessons from blue print.

WOOD-WORK.

Instruction and practice in the use of the simpler wood-working tools, as square, gauge, saw, chisel, plane and bit and brace. Each lesson is on some article of use for the home, the schoolroom or the manual training room.

The models for this grade are chosen from the following list:

Rectangular prism, strop, bill file base, door wedge, whisk broom holder, coat hanger, drawer handle, tool rack, sandpapering block, teapot stand, windmill, match box, toothpick holder, pencil tray, ink stand, oilstone case, book stall and bracket.

EIGHTH GRADE.

DRAWING.

The mechanical drawing of this grade involves no new feature, the work is of same general nature as the seventh grade, but the problems are more complex and the drawing more difficult.

Reading drawings from the blue print, making simple detail drawings from blue print of an assembled construction.

WOOD-WORK.

In the wood-work special attention is given to the care of tools, use of grindstone and oilstone, proper angle for grinding chisels and plane bits, methods of fastening parts together, brads, glue, screws. As the lessons advance greater accuracy in tool manipulation is insisted on.

Besides, or in place of the regular models for this grade, the pupil is encouraged to plan and construct special pieces of simple furniture and apparatus for school use.

For this grade a selection is made from the following list of models:

Blackboard ruler, bench hook, towel rack, whisk broom holder, box, small drawing board with T square and triangles, foot stool, towel roller, knife and fork box, tray for minerals, blacking case, salt box.

In each of the grades the pupil is encouraged to do original work in designing and construction. Whenever a new tool is to be used, the class is given a short talk on the characteristic uses of such tool, and the general fitness of the tool, both in shape and material, for its designed use. As occasion presents such topics as kinds of wood, grain, warp, twist, and the like, are discussed with the class. The pupils are stimulated to find out for themselves about the manufacture of the materials in common use in the manual training lessons, as glue, sandpaper, brads, screws, etc.

HIGH SCHOOL.

FIRST YEAR WORK.

DRAWING.

The mechanical drawing in the High School will consist of making technical sketch and working drawing of problems to be constructed in wood, designing pieces of school furniture and apparatus, making assembled or detail drawings of same, as the problem may require.

Mathematical constructions, showing the application of geometric principles to practical problems.

Theory of orthographic projection, showing reasons for positions of the several projections of a solid by the third angle method.

Use and care of the mathematical drawing instruments.

Use of ink in lining in a drawing.

Making tracing of drawing.

Making blue prints for use in wood-working room.

Preparing paper for blue print process.

WOOD-WORK.

Continuing from point attained in eighth grade:

Use and care of a more complete set of wood-working tools.

Construction of the more complicated problems entering into the practice of joinery, together with the application of such problems to common use.

Proper use of various fastenings, as glue, nails, screws, dowels, keys, etc.

Use and care of turning lathe.

Center turning soft and hard wood.

Face-plate work.

Chuck work.

Individual projects, such as cabinets, footstools, blacking cases, umbrella stands and the like, involving the prin-

ciples of joinery and turning, the designing of such pieces to be done by the pupils who make them.

As occasion presents, topics suggested by work of the class will be discussed, such as:—

WOOD.

Forest distribution, method of preparing commercial product, transportation, structure and composition, seasoning defects, how to distinguish common commercial woods.

MEASUREMENTS.

Standard systems, tools for measuring and lining, rule, square, gauge, dividers, bevel, callipers, etc.

SAWS.

Characteristic, shape and use of each, points of similarity and difference.

For hand work—Cross-cut, rip, back, turning and compass saws.

For machine work—Circular, band and gang saws.

EDGED TOOLS.

Theory of cutting edge, special use and consequent shape of: Knife, chisel, plane, draw-knife, spoke-shave, together with general process of manufacture.

BORING TOOLS.

Gimlet, auger, brace and bit and drill.

THE LATHE.

Principle involved, solids of revolution and their generation. Kinds of lathes for different uses.

Pupils will be encouraged to visit shops and find out for themselves about various methods of manufacture.

SEWING.

SIXTH GRADE.

- Simple basting.
- Running.
- Creasing and basting hems.
- Hemming.
- Stitching.
- Backstitching.
- Overhanding.
- Overcasting.
- Making small bags, applying stitches learned.
- Two runs and a backstitch.
- Quick running.
- Gathering and stroking.
- Sewing gathers to band.
- Drafting and making doll's skirt.
- Kensington outline stitch and its application to simple design.

SEVENTH GRADE.

- Review simple stitches of last year's work, making models of same for mounting in books.
- Different kinds of bastings.
- Tucking.
- Facing on ruffle.
- Making full size aprons, applying tucking and facing on ruffle.
- Patching.
- Catch-stitching.
- Flannel patching.
- Darning stockings.
- Darning tears and holes in woolens.
- Fancy flannel stitches.
- Making flannel skirt—full size.
- Hemstitching.
- Sewing on lace.

EIGHTH GRADE.

- Damask hemming.
- Overhanded patch.
- Bias and shaped facings.
- French seam, straight and bias.
- Gussets.
- Drafting and making muslin underskirt—full size.
- Buttonholes.
- Buttonholing scalloped edges.
- Sewing on hooks and eyes.
- Loops for hooks.
- Eyelet holes.
- Sewing on tape.
- Mitering corners.
- Hemming and blind-stitching woolens.
- Whipping on ruffle.
- Binding bottom of dress skirt.
- Cutting and making garments, including principles taught.

NORMAL SCHOOL.

GENERAL COURSE

JUNIOR YEAR.

<i>Weeks.</i>	<i>First Semester.</i>
20	Psychology and Child Study.
20	Drawing.
20	Primary and Kindergarten.
10	Reading and Literature. }
10	Language and Grammar. } Methods.

Second Semester.

20	Applied Psychology and Pedagogy.
20	Music.
10	Arithmetic. }
10	History. } Methods.
10	Observation and Discussion.
10	Nature Study.

SENIOR YEAR.

<i>Weeks.</i>	<i>First Semester.</i>
20	History and Science of Education.
10	Nature Study. }
10	Geography. } Methods.
20	School Management.
20	{ Physical Training, 10.
	{ Manual Training, 10.

Second Semester.

Teaching and Critic Meetings.

KINDERGARTEN COURSE.

JUNIOR YEAR.

<i>Weeks.</i>	<i>First Semester.</i>	
20	Psychology and Child Study.	
20	Drawing.	
20	Primary and Kindergarten.	
10	Reading and Literature.	} Methods.
10	Language and Grammar.	

Second Semester.

20	Music.
20	Theory of Kindergarten.
10	Observation and Discussion.
10	Nature Study.

SENIOR YEAR.

<i>Weeks.</i>	<i>First Semester.</i>
20	History and Science of Education.
10	Nature Study.
20	Education of Man (Kindergarten Theory).
10	Mother Play.
20	Teaching.

Second Semester.

20	Literature.
20	Program Work.
20	Mother Play.
20	Teaching.

HIGH SCHOOL.

COLLEGE PREPARATORY COURSE.—C. P. C.

Years	Mathematics	Science	Latin	German, Greek or French	English and History	Drawing Elective
First { 1½ 1½	Algebra.....	4 Biology (Elective)....	4 Latin Lessons.....	5	English and History, 6	1
	Algebra.....	4 Manual Training (Elective).....	4 Latin Lessons.....	5	English and History, 6	1
Sec'd { 1½ 1½	Algebra.....	4	Cesar and Prose.....	5 German or Greek Lessons...	5 English and History, 6	1
	Geometry.....	4	Cesar and Prose.....	5 German or Greek Lessons...	5 English and History, 6	1
Third { 1½ 1½	Geometry.....	4	Cicero and Prose.....	5 Anabasis & Prose, or German...	5 Eng. & Rhetoric... } 6 5 History..... } 5 Eng. & Rhetoric... } 6 5 History..... } 6	1
	Geometry.....	4	Cicero and Prose.....	5 Anabasis & Prose, or German...	5 Eng. & Rhetoric... } 6 5 History..... } 5 Eng. & Rhetoric... } 6 5 History..... } 6	1
Fourth { 1½ 1½	.....	Physics, Chemistry....	4 Virgil.....	5 Iliad and Prose, or German...	4 Eng. & American Literature... 4 } 7 4 English History. 3 } 4 Eng. Literature... 4 } 4 U. S. History and Civics 3 } 7	1
	.....	(Elective)	Virgil.....	5 Iliad and Prose, or German...	4 U. S. History and Civics 3 } 7	1

French Elective Third or Fourth Year.

GENERAL COURSE.

Years	Mathematics	Science	Latin or German	English and History	Drawing Elective
First.....	As C. P. C.... 4	Biology $\left\{ \begin{array}{l} \text{Botany} \dots \{ 4 \\ \text{Zoology} \dots \} \\ \text{Physiology} \end{array} \right.$	Latin as C. P. C. } 4 or German.....	As C. P. C..... 6	1
Sec'd $\left\{ \begin{array}{l} \frac{1}{2} \\ \frac{1}{2} \end{array} \right.$	As C. P. C.... 4	Biology, etc. 4	Latin or German.. 4	As C. P. C..... 6	1
	As C. P. C.... 4	Physics..... 4	Latin or German.. 4	As C. P. C..... 6	1
Third	As C. P. C.... 4	Physics and Astron- omy 4	Latin or German.. 4	As C. P. C..... 7	1
Fourth.....		Chemistry & Geology 4	Latin or German.. 4	Economics and Civics..... 4	1

ENGLISH COURSE.

First	As C. P. C.... 4	As General Course.. 4	Commercial Studies or Manual Training	As C. P. C..... 6	1
Second	As C. P. C.... 4	As General Course.. 4	Commercial Studies or Manual Training	As C. P. C..... 6	1
Third	As C. P. C.... 4	As General Course.. 4	Language or Manual Training (Elective)	As C. P. C..... 7	1
Fourth	Trigonometry and Review	As General Course.. 4	Economics	As C. P. C..... 7	1

NOTE 1.—The numbers opposite each subject indicate the number of periods devoted each week to said subject.

NOTE 2.—Pupils may, with the consent of the Principal, substitute for any of the studies assigned to any Course equivalent studies in other Courses.

NOTE 3.—Manual Training, two hours per week, may be elected by students pursuing any of the above Courses. Or the Drawing may be so elected.

COMMERCIAL COURSE OF STUDY-3 YEARS.

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Years	Hist. and English	Modern Lang.	Man'l Training
First	Algebra 4 Physical and Commercial Geography 3 Bookkeeping, Business Forms, Etc. 2	French, German or Spanish 6	Drawing 1 Shop Work 4
Second	Geometry 3 Com. Relations, Production, Distribution 1 Arithmetic 1 Bookkeeping and Business Forms 2	French, German or Spanish 6	Drawing 1 Shop Work 4
Third	Physics or Chemistry 4 Economics and Civics 3 Bookkeeping and Business Forms 2	French, German or Spanish 7	Drawing 1 Shop Work 4

NOTE.—Students may elect a second language in place of the Science of the third year.

MANUAL TRAINING COURSE.

Years	Mathematics	Languages	Hist. and English	Man'l Training	Science
First	Algebra..... 4	Latin, French or German. 4	As in C. P. C... 6	Drawing..... 4 Shop Work... 4	As in General Course (Elective).....
Second	*Algebra (5 months)... 4 *Geometry, Plane (5 months)... 4	Latin, French or German. 4	As in C. P. C... 4	Drawing..... 4 Shop Work... 4	As in General Course (Elective).....
Third	Geometry, Plane (5 months)... 4 Geometry Solid (5 months) (Elective)..... 4	Latin, French or German. 4	English..... 4 History..... 4	Drawing..... 4 Shop Work... 4	Physics..... 4
Fourth	Trigonometry, (Elective)..... 4	Latin, French or German (Elective).. 4	English Literature. 4 United States History..... 4	Drawing..... 4 Shop Work... 4	Economics..... 4 and Civics..... 4 Chemistry (Elective)

NOTE 1.—Students may elect for the Languages of the Manual Training Course the Commercial Subjects of the Commercial Course.

*NOTE 2.—The mathematics of the second and third years are especially adapted to the needs of Manual Training and consist largely of a study of the Algebra and Geometry of simple mechanical movements.

NOTE 3.—Girls electing this Manual Training Course will be provided with specially adapted exercises.

EVENING HIGH SCHOOL.

	COMMERCIAL STUDIES.	LANGUAGE.	MATHEMATICS.	SCIENCE.	CIVICS.	HISTORY.
1ST YEAR.	Book-keeping. Penmanship. Commercial Law.	English. Latin. German. Spanish.	Algebra. (To simultaneous equations of the first degree).	Physics. Through Electricity.	Constitutional and Political History of the U. S.	Ancient.
2ND YEAR.	Book-keeping. Penmanship. Commercial Law.	Rhetoric. Latin-Cæsar. German. Spanish.	Algebra. (Through quadratics).	Physics, completed.	Economics.	Modern.
3RD YEAR.	Book-keeping. Penmanship. Commercial Law.	English Literature. Latin-Cæsar. German.	The Elements of Plane Geometry.	The Elements of Chemistry.	Economics.	English.

If a student successfully completes any one of the five courses, he shall receive from the Board of Education a certificate. Three of these certificates shall entitle the pupil to a diploma.

The program of recitations will be so arranged that a pupil can pursue three studies simultaneously and will have three recitations a week in each study. In this way, a successful student can win a diploma in three years.

Any member of the school who holds a diploma of the Drawing School can offer the diploma as the equivalent of one certificate.

DRAWING SCHOOL.

THE SCHOOL IS DIVIDED INTO THREE DEPARTMENTS: ARCHITECTURAL, MECHANICAL AND INDUSTRIAL DESIGNING DEPARTMENT.

IT COVERS THREE TO FOUR YEARS OF SEVEN MONTHS EACH.

ARCHITECTURAL AND MECHANICAL DEPARTMENT.

Classes Meet Three Times a Week.

The course in Architectural and Machine Designing extends over three years. The major part of the time is devoted to drawing, which embraces the elementary principles, projections, intersections and developments, the construction of curves and conic sections.

Pupils in Architectural Drawing are made familiar with the various scales and architectural forms. They will study and draw the Five Orders of Architecture.

Carpentry will be taken up by giving rules for cutting all kinds of joints, followed by roof constructions and stair building.

The course terminates with the designing of buildings worked out from a given program—full sets of plans including working drawings of exterior and interior details.

The Work in Mechanical Drawing comprises the construction of curves, the application of conic sections, helices, screw thread, etc., to mechanical draughting, drawing of bolts and other standard forms, the construction and representation of gearwheels and their application and use in machinery.

The designing of a lathe or some other machine and the planning of a machine shop completes the course in Mechanical Drawing.

Algebra, Plane and Solid Geometry, Mechanics, Physics, Technical Reading are required subjects to complete the course in Architectural and Mechanical departments.

INDUSTRIAL DESIGNING DEPARTMENT.

CLASSES MEET TWICE A WEEK.

Pupils begin with drawing from elementary objects and plaster casts with charcoal. The training of hand and eye prepares the student to copy with accuracy and intelligence whatever forms may come before him, and to make him acquainted with a variety of forms, the way of representing them, and to study light and shade. The study of the Historical Ornament of all ages and all countries is given much prominence. The curriculum further includes the conventionalization of natural flowers, drawing from antique casts, sketching from life, water color painting and pen and ink drawing.

Classes in clay modeling and casting in plaster of paris are connected with the Free-hand department.

The day classes for women, on Wednesday and Saturday forenoon and afternoon, take up the same subjects as the evening classes, more prominence being given to color work. The object of the Free-hand Course is to train the pupils in the application of ornamental design to the industrial arts, to illustration or to prepare them for higher art schools.

There will be a series of lectures on art to accompany the regular course.

COURSE OF STUDY IN DETAIL.

ARCHITECTURAL DRAWING.

FIRST YEAR.

Study of Geometry for beginners. Lines, angles, triangles, quadrilaterals, orthographic projections, intersections and development of geometrical figures.

Drawing. Geometrical problems, orthographic projections, intersections and developments of geometrical figures. Drawing of architectural details from sketches.

SECOND YEAR.

Study of Plane and Solid Geometry. First steps in Algebra. Positive and negative quantities, addition, subtraction, multiplication and division, fractions, equations, square and cube root.

Drawing. Orders of architecture, isometric projections, architectural compositions.

THIRD YEAR.

Practical calculations of masonry, timber, strength, etc.

Study of perspective and architectural compositions—full sets of working drawings.

MECHANICAL DRAWING.

FIRST YEAR.

In Geometry and Algebra the same subjects are taken up as above said for first and second year Architectural classes.

Drawing. Geometrical problems, orthographic projections, intersections and developments of geometrical figures. Construction of helix, screwthread and conic sections.

SECOND YEAR.

Drawing of standard bolt, pulley, pillow block or similar objects and the construction and representation of gearing.

THIRD YEAR.

Study of elementary physics, practical mechanics and technical readings.

Drawing. Construction of gear wheels and designing of a lathe or some other machine.

FREE-HAND DRAWING.

FIRST YEAR.

Elementary object and cast drawing.
Historic ornament.

SECOND YEAR.

Advanced object and cast drawing.
Historic ornament and polychromic design.

THIRD AND FOURTH YEAR.

Elective.

Drawing from antique casts.
Sketching from life.
Pen and ink drawing.
Applied designing and illustrating.

CLAY MODELING.

FIRST YEAR.

Modeling from round and flat copies.

SECOND YEAR.

Original designs, historic ornament and details of human figure.
Casting in plaster of paris.

SCHOOL BOOKS AND STATIONERY.

SCHOOL BOOKS AND STATIONERY.

PRIMARY AND GRAMMAR SCHOOLS.

Reading—Franklin First, First Advanced, New Primer and First, New First, Second, Second Advanced, New Second, Third, Third Advanced, New Third, Fourth, New Fourth, Intermediate, Fifth and New Fifth Readers; Monroe's Chart Primer, New Primer, First, First Advanced, Second, Second Advanced, Third, Third Advanced and Fourth Readers; Monroe's School Chart; Appleton's First, Second, Third, Introductory Fourth, Fourth and Fifth Readers; Appleton's Reading Chart; Swinton's Primer and First, First Advanced, Second, Second Advanced, Third, Fourth and Fifth Readers; Collards, Beginners' Reader, Parts I. and II.; Unique Reading Chart, Parts I and II; Goodrich's Child's History of the United States; Higginson's Young Folks' History of the United States; Quackenbos's Elementary History of the United States; Werner's Primer; Fundenberg's First Lessons in Reading; Primary Language Charts, Parts I and II.

SUPPLEMENTARY READERS:—

FIRST GRADE.

Literature—Stories for Children, Lane; Fairy Tale and Fable, Thompson; Old-Time Stories (also 2d grade), Smythe.

Nature—Bow-Wow and Mew-Mew, Craik; Nature Stories for Youngest Readers, Davis; Nature's Byways (also 2d grade), Ford; Skyward and Back, Robinson; The Plant Baby and Its Friends, Brown; From September to June (also 2d grade), Warren.

Geography—Around the World, First Book (also 2d grade), Carroll.

History—Stories of the United States for Youngest Readers, Davis.

Miscellaneous—The Children's Primer, Cyr; The Children's First Reader, Cyr; School Reading, First Year, Baldwin; Our Home and School Reader, Book 1, Taylor; New Era Reader, No. 1; Our Little Book for Little Folks, Crosby; The Finch Primer.

SECOND GRADE.

Literature—Old-Time Stories (also 1st grade), Smythe; Heart of Oak Books, Vol. 1, Norton; Fairy Stories and Fables, Baldwin; Rhymes and Fables (also 3d grade), Haaren; Songs and Stories (also 3d grade), Haaren.

Nature—Nature's Byways (also 1st grade), Ford; All the Year Round, Parts 1, 2 and 3, Strong; Plant Life, Bass; Animal Life, Bass; Sea Side and Way Side, Vol. 1, Wright; Cats and Dogs, Johonnot; From September to June (also 1st grade), Warren; The World and Its People, Book 1, Dunton; Introduction to Leaves from Nature's Story Book, Kelly.

Geography—Around the World, First Book (also 1st grade), Carroll.

History—Stories of Great Inventors, Macomber.

Miscellaneous—The Children's Second Reader, Cyr; School Reading, Second Year, Baldwin; New Era Reader, No. 2.

THIRD GRADE.

Literature—Rhymes and Fables (also 2d grade), Haaren; Songs and Stories (also 2d grade), Haaren; Fairy Life, Haaren; Heart of Oak Books, Vol. 2, Norton; Old Stories of the East, Baldwin.

Nature—Sea Side and Way Side, No. 2, Wright; Feathers and Fur, Johonnot; My Saturday Bird Class (also 4th grade), Miller.

Geography—Seven Little Sisters (also 4th grade), Andrews; Each and All (also 4th grade), Andrews; The World and Its People, Book II., Dunton; Around the

World, Book 2 (also 4th grade), Carroll; Aunt Martha's Corner Cupboard (also 4th grade), Kirby; Geographical Reader, First Book, King.

History—Stories of Old Greece, Firth.

Miscellaneous—The Children's Third Reader, Cyr; School Reading, Third Year, Baldwin; New Era Reader, No. 3; Twilight Stories, Foulke; Braided Straws, Foulke.

FOURTH GRADE.

Literature—Arabian Nights, Aladdin; Fifty Famous Stories Retold, Baldwin; Fanciful Tales, Stockton; Heart of Oak Books, Vol. 3, Norton; Æsop's Fables, Stickney; Ballads and Tales (also 5th grade), Haaren; Fairy Tales (also 5th grade), Rolfe.

Nature—My Saturday Bird Class (also 3d grade), Miller; Stories Mother Nature Told, Andrews; Short Stories of Our Shy Neighbors, Kelly; Wings and Fins, Johonnot; Sea Side and Way Side, No. 3, Wright.

Geography—Seven Little Sisters (also 3d grade), Andrews; Each and All (also 3d grade), Andrews; Around the World, Book 2 (also 3d grade), Carroll; The World and Its People, Book III., Smith; The World and Its People, Book IV. (also 5th grade), Coe; North America (also 5th grade), Carpenter; Aunt Martha's Corner Cupboard (also 3d grade), Kirby; On the Farm, Parker; Geographical Reader, Second Book, King.

History—Biographical Booklets (also 5th grade), Baldwin; Indians and Pioneers (also 5th grade) Hazard; Stories of Great Americans for Little Americans (also 5th grade), Eggleston; The Story of the Greeks (also 5th grade), Guerber; First Steps in the History of Our Country (also 5th grade), Mowry; Ten Boys (also 5th grade), Andrews.

Miscellaneous—The Children's Fourth Reader, Cyr; School Reading, Fourth Year, Baldwin; New Era Reader, No. 4.

FIFTH GRADE.

Literature—Ballads and Tales (also 4th grade), Haaren; Fairy Tales (also 4th grade), Rolfe; Kingsley's Water Babies, Stickney; Book of Tales, Swinton; Children's Stories of American Literature, Wright.

Nature—Plants and Their Children, Dana; Flyers, Creepers and Swimmers, Johonnot.

Geography—The World and Its People, Book IV. (also 4th grade), Coe; The World and Its People, Book V. (also 6th grade), Coe; North America (also 4th grade), Carpenter; Asia (also 6th grade), Carpenter; Geographical Reader, Third Book, King; Uncle Robert's Visit (also 6th grade), Parker.

History—Biographical Booklets (also 4th grade), Baldwin; Indians and Pioneers (also 5th grade), Hazard; The Colonies, Dutton; Stories of Great Americans for Little Americans (also 4th grade), Eggleston; Stories of American Life and Adventure (also 6th grade), Eggleston; The Story of the Greek's (also 4th grade), Guerber; The Story of the Romans (also 6th grade), Guerber; First Steps in the History of Our Country (also 4th grade), Mowry; Beginner's American History, Montgomery; Story of Our Country (also 6th grade), Burton; Ten Boys (also 4th grade), Andrews.

Miscellaneous—School Reading, Fifth Year, Baldwin; New Era Reader, No. 5; Information Reader, No. 1, Beal.

SIXTH GRADE.

Literature—Kingsley's Greek Heroes, Tetlow; Robinson Crusoe, Defoe; Heart of Oak Books, Vol. 4, Norton; Boys of other Countries, Taylor.

Nature—Neighbors with Claws and Hoofs, Johonnot.

Geography.—The World and its People, Book V. (also 5th grade), Coe; The World and its People, Book VI.

(also 7th and 8th grades); The World and its People, Book VII. (also 7th and 8th grades), Badlam; The World and its People, Book VIII. (also 7th and 8th grades), Kellogg; Asia, (also 5th grade), Carpenter; Uncle Robert's Visit (also 6th grade), Parker; Geographical Reader, Fourth Book, King.

History.—Stories of American Life and Adventure (also 5th grade), Eggleston; The Story of the Romans (also 5th grade), Guerber; Story of Our Country (also 5th grade), Burton; Stories of the American Revolution, First Series (also 7th grade), Tomlinson; Stories of the American Revolution, Second Series (also 7th grade), Tomlinson; The Young American (also 7th grade), Judson; American History (also 7th and 8th grades), Montgomery; School History of the United States (also 7th and 8th grades), McMaster; History of the United States (also 7th and 8th grades), Fiske; History of the United States (also 7th and 8th grades), Mowry; History of the United States (also 7th and 8th grades), Gordy.

Miscellaneous.—School Reading, Sixth Year, Baldwin; Information Reader, No. 2, Clifford.

SEVENTH GRADE.

Literature.—Classics for Children:—Irving's Sketch Book (also 8th grade), Seven American Classics, Swinton; Heart of Oak Books, Vol. 5, Norton; Studies in Literature and Composition (also 8th grade), Skinner.

Geography.—The World and its People, Book VI. (also 6th and 8th grades); The World and its People, Book VII., (also 6th and 8th grades), Badlam; The World and its People, Book VIII. (also 6th and 8th grades), Kellogg; Geographical Reader (also 8th grade), Rupert; Geographical Reader, Fifth Book, King.

History.—Stories of American Revolution, First Series (also 6th grade), Tomlinson; Stories of the American

Revolution, Second Series (also 6th grade), Tomlinson; The Young American (also 6th grade), Judson; American History (also 6th and 8th grades), Montgomery; Stories of New Jersey (also 8th grade), Stockton; Twelve Naval Captains, Seawell; School History of the United States (also 6th and 8th grades), McMaster; History of the United States (also 6th and 8th grades), Fiske; History of the United States (also 6th and 8th grades), Mowry; History of the United States (also 6th and 8th grades), Gordy.

Miscellaneous.—School Reading, Seventh Year, Baldwin; Information Reader, No. 3, Parker; Stories of Industry, Vol. 1, Chase & Clow; Stories of Industry, Vol. II., Chase & Clow.

EIGHTH GRADE.

Literature.—Classics for Children:—Irving's Sketch Book (also 7th grade), Scott's Tales of a Grandfather, Lamb's Tales from Shakespeare. The Student's Series:—Goldsmith's Traveler and Deserted Village, Selections from Washington Irving; Studies in Literature and Composition (also 7th grade), Skinner; Lamb's Tales from Shakespeare's Tragedies, Rolfe; Lamb's Tales from Shakespeare's Comedies, Rolfe.

Nature.—Glimpses of the Animate World, Johonnot.

Geography.—The World and its People, Book VI. (also 6th and 7th grades); The World and its People, Book VII. (also 6th and 7th grades), Baldwin; The World and its People, Book VIII. (also 6th and 7th grades), Kellogg; Geographical Reader (also 7th grade), Rupert; Geographical Reader, Sixth Book, King.

History.—Stories of New Jersey (also 7th grade), Stockton; American History (also 6th and 7th grades), Montgomery; School History of the United States (also 6th and 7th grades), McMaster; History of the United States

(also 6th and 7th grades), Fiske; History of the United States (also 6th and 7th grades), Mowry; History of the United States (also 6th and 7th grades), Gordy; English History for Americans, Higginson; Stories from English History, Creighton; Tales from English History, Rolfe; Tales from Scottish History, Rolfe; Scott's Tales of Chivalry, Rolfe; Sketches from British History, Powell; Short Stories from English History, Blaisdell; English History, Merrill. Stories from Herodotus, Church; American Citizen, Dole.

Miscellaneous—School Reading, Eighth Year, Baldwin; Information Reader, No. 4, Lewis.

Riverside Literature Series—All Grades.

Standard Literature Series—Fourth, Fifth, Sixth, Seventh and Eighth Grades.

FOR TEACHERS' USE.

In the Child's World, Poulsson; First School Year, Beebe; Old Farm Fairies, McCook; Tenants of an Old Farm, McCook; Nature in Verse, Lovejoy; Beacon Lights of Patriotism, Carrington; Introduction to American Literature, Matthews; Words of Lincoln, Oldroyd; Lessons with Plants, Bailey; Handbook of Nature Study, Lange; Nature Study in Elementary Schools, Wilson; Manual of Geography, Redway; Lessons in the New Geography, Trotter.

Language—Whitney's Elementary English, (Knox); Hyde's Practical Lessons in Use of English, Parts I and II; Hyde's Advanced Lessons in English.

Spelling—Beecher's Primary Normal Speller; Meleney & Giffin's Selected Words; Reed's Word Lessons; Metcalf's Spelling and Language Book.

Geography—Natural Elementary and Advanced Geographies; Swinton's Introductory and Grammar School Geographies; Tilden's Commercial Geography; Cornell's

Outline Maps; W. & A. K. Johnston's Grand and Imperial Maps; Rand, McNally & Co.'s Maps; Werner's Maps.

Arithmetic—Fish's Arithmetic, No. 1 and No. 2; Giffin's Number Chart; Gleason's Arithmetical Cards; Greenleaf's Intellectual Arithmetic.

Algebra—Milne's Elements of Algebra.

History—Eggleston's United States History.

Drawing—Prang's Manual of Drawing, Parts I, II, III and IV; Prang's Primary Course in Art Education Manuals, Parts I and II; Prang's Complete Course Drawing Books, Nos. 1, 2, 3, 4, 5, 6, 7, 8 and 9. Drawing Models, modeling clay, colored paper.

Oral Lessons—Calkin's Primary Object Lessons; Hooker's Child's Book of Nature, Parts I, II, and III; Brown's Manual of Commerce; Sheldon's Object Lessons.

Music—Natural System of Music Readers; Song Garden No. 2; The Children's Hour; Songs for Little Children; Patti Hill's Song Book.

Writing—Graphic Vertical System of Writing; Gem Vertical Spelling Blanks, Nos. 3 and 4.

Bookkeeping—Meserve's Single Entry Bookkeeping; Eaton's Business Forms; Eaton's Exercise Manual; Sandy's American Accountant.

Stationery—David's, Stafford's Universal, Dovell's and Pomeroy's Inks; Esterbrook Pens; Eagle Pens; Pen Holders; Ink Wells; Ink Well Covers; Teachers' Ink Stands; Blotters; Slate Pencils; Lead Pencils; Spelling Slates, Memorandum Pads; Enameled Crayon; Practice Paper for Writing and Drawing; Foolscap and Examination Paper; Mucilage; Perfumed Paste; Thermometers; 12-inch Rulers; Numeral Frames; Graphic Scrap Books; Rubber Hand Stamps; Eagle Pencil Co.'s Compasses; Diamond and Felt Rubber Erasers.

Miscellaneous—Webster's International and National Dictionaries; Fitz's Globes; Joslyn's Globes; Holbrook's Globes; Franklin Publishing Company's Globes; Hooker's First Book in Physiology; Smith's Primer of Physiology and Hygiene; The Human Body and Its Health.

HIGH SCHOOL.

Mathematics—Franklin Written Arithmetic; Greenleaf's Intellectual Arithmetic; Thompson's Commercial Arithmetic; Davies' University Algebra; Davies' Legendre; Wentworth's Shorter Course Algebra; Wentworth's School Algebra; Wentworth's Plane and Solid Geometry; Wentworth and Hill's Mathematical Problems; Seaver and Walton's Franklin Algebra.

Latin—Jones' Prose Composition; Chase and Stuart's Cæsar; Chase and Stuart's Cicero; Greenough and Kittredge's Virgil; Pennell's Ancient Rome; Easy Latin Methods; Latin for Sight Reading; Tetlow's Lessons; Harkness' First Year in Latin; Harkness' Grammar (new edition); Leighton's History of Rome; Kelsey's Cæsar; Daniell's Latin Prose; Gradatim, Collar & Daniell's First Latin Book.

Greek—Goodwin's Grammar; Jones' Prose Composition; Boice's Xenophon Anabasis; Goodwin's Xenophon Anabasis; Boice's Homer's Iliad; Pennell's Ancient Greece; Moss' First Reader; Smith's Smaller History of Greece; Keep's Iliad; White's First Greek Book (new edition).

German—Stern's Studien und Plauderein, Part I; Worman's First Book; Bernhardt's (German) Grammar and Reader; Joynes-Meissner's (German) Grammar; Joynes-Meissner's (German) Reader; Herman Boison's (German) Prose; Sheldon's (German) Grammar; Brandt's (German) Reader.

Natural Science—Hooker's Natural History; Dana's Geological Story; Lockyer's Astronomy; Steele's Physics; Eliot and Storer's Elementary Chemistry; William's Chemistry; Hutchinson's Physiology and Hygiene; Gray's How Plants Grow; Bergen's Botany; Houston's Physical Geography; Avery's Elements Natural Philosophy; Avery's School Physics.

Language and Literature—Gilmore's Art of Expression; Backus' Shaw's English Literature; Hill's Elements of Rhetoric and Composition; Chittenden's Elements English Composition; Hill's Foundation of Rhetoric.

Music—Natural System of Music Readers; The Triumph.

Miscellaneous—Townsend's Civil Government; Peterman's Civil Government; Wayland's Political Economy, abridged; Laughlin's Elements of Political Economy; Webster's International and National Dictionaries; Sandy's Bookkeeping; Myer's General History; Montgomery's English History; Clark's Commercial Law.

Stationery—Same as for Grammar Schools, and in addition blank books for commercial department.

Drawing models; modeling clay; colored paper.

NORMAL SCHOOL.

Science—Porter's Elements of Intellectual Science; Wayland's Moral Science; Halleck's Psychology.

Reading—Cathcart's Literary Reader.

Music—The Triumph; Natural System of Music Readers.

Stationery—Same as for Grammar Schools.

EVENING SCHOOLS.

Weineck's Guide to English.

INSTRUCTIONS FOR PREPARING CARDS,
REPORTS, ETC.

RULES FOR GRADATION ^{AND} PROMOTION.

DRAWING SCHOOL REGULATIONS.

CENTRAL UNGRADED SCHOOL
REGULATIONS.

REGULATIONS FOR EXAMINATION AND
APPOINTMENT OF TEACHERS.

INSTRUCTIONS

FOR PREPARING CARDS, REPORTS, ETC.

Records of attendance, scholarship and deportment shall be kept in all the public schools, in a manner prescribed by the City Superintendent, and in accordance with Article V, Section 11, of the Regulations. These records shall be uniform in all schools of the same grade.

RULES FOR KEEPING RECORDS.

First.—Any pupil who shall have been present five days during any term, shall be enrolled as a member of the school; and whenever present five days during any one month, shall be considered an enrolled pupil for that month.

Second.—When a teacher shall have satisfactory evidence that a pupil has left school, without the intention of returning, such pupil's name shall be immediately stricken from the roll, but any absence recorded against such pupil, before the teacher received such information, shall remain and shall be regarded as other absences.

Third.—When a pupil is suspended from school, by any of the rules of the Board, his or her name shall be stricken from the roll forthwith.

Fourth.—When a pupil has been absent from school more than five consecutive days, *for any cause*, his or her name shall be stricken from the roll at the end of five days. The absence, however, shall be recorded while the name remains on the roll.

Fifth.—Regular pupils, whose names have been enrolled, but who are not present on the first day of any subsequent term during that year, shall be marked absent.

Sixth.—The number of enrolled pupils for each month shall consist of all such as are members of the school for that month, in accordance with the foregoing rules.

Seventh.—The average daily attendance of any class or school, for any period of time, shall be found by dividing the whole number of days the pupils have been *present* by the number of days the school has been open during such period.

Eighth.—The percentage of attendance shall be found by dividing the average daily attendance by the average number enrolled.

DEPORTMENT CARDS, ETC.

The scholarship and deportment of each pupil shall be marked on his card as follows : “ Satisfactory ” and “ Not Satisfactory.”

The card sent home will show the actual standing of the pupil and should also show the number of days absent and the times tardy, and whether on account of sickness or otherwise.

YEARLY TESTIMONIALS.

At the close of each *school year*, all pupils in the High, grammar and primary schools who have not been *tardy*, nor *absent* more than *ten* days during the *year*, and *that* on account of personal sickness or death in the family of which the pupil is a member, and whose record for the year has been satisfactory in all subjects, shall receive testimonials for “ DISTINGUISHED MERIT.”

Pupils transferred from one school to another during the year will take with them a certificate of their record from the school they leave.

In estimating attendance, no absence—*except from sickness*—and no tardiness will be excused.

RULES FOR GRADATION AND PROMOTION.

1. For the purposes of gradation and promotion the school year shall be divided into two terms of twenty weeks each. In each grade there shall be two classes, designated respectively the A and B classes, the A class being the more advanced. All promotions shall be made to the class next higher.

2. In grades one, two and three, classes may be promoted at any time by the principal of the school, with the consent of the City Superintendent, upon the advice of the teachers in charge, supplemented by such oral examinations as the superintendent and principal shall deem advisable.

3. In all grades, from the fourth to the twelfth, inclusive, at the end of each week, teachers shall prepare, on blanks furnished for the purpose, an estimate of the work of each student during the week. These estimates shall represent the judgment of the teachers upon the ability and industry displayed by the pupils in the various subjects pursued. They shall be recorded by the use of the words "Satisfactory" and "Not Satisfactory."

4. At frequent irregular intervals brief examinations or written reviews of various sorts shall be given the pupils in their respective classes, and a record of the results obtained in each case shall be kept by the teachers. Questions for at least one examination in each semester shall be furnished or specially authorized by the City Superintendent. The results of these examinations shall not be the basis for promotion, but shall be used and considered by the teacher as a guide and critique of his own work, and as one means for determining the character of the work of the students.

5. At the end of each month a report shall be sent to the parent or guardian of every pupil, giving the average of the weekly estimates taken from the teacher's record, modified by the average results of any written tests given during the month. Each of these reports, signed by the parent or guardian, shall be returned to the teacher.

6. At the end of each semester the teacher and principal together shall examine the record of each pupil both as to weekly estimates and tests or examinations given during the term, taking into consideration all circumstances so far as known affecting the work of the pupil.

7. All pupils whose work has been found upon the whole satisfactory and all who have given evidence that they are qualified to do the work of the succeeding grade, shall be promoted. Those whose work has been found to be in the main unsatisfactory and those who have not given satisfactory evidence of ability to do the work of the succeeding grade, shall not be promoted, provided that in the case of exceptional pupils conditional promotions for a definite time may be made.

In all cases of doubt, the decision of the principal shall be final, provided that in all cases of failure to be promoted parents of the children thus failing may appeal to the principal, who shall, if unable to satisfy them of the justice of his decision, give the children a fair examination upon the work of the semester, using questions approved by the City Superintendent, the result of which examination shall determine the question of promotion.

8. Special individual conditional promotions to the class next higher shall be made whenever, in the judgment of the teacher and principal, the pupil is qualified to do the more advanced work and would be benefited by such promotion.

9. At the end of each semester a report of the work of each pupil during the semester shall be sent to his

parents or guardian. Such report shall contain the record of the pupil's work in each subject by months, and in cases of failure to promote, the reason of such failure shall be clearly set forth.

10. Whenever it is clear, from the weekly records of the pupils, that the work done, if continued, will not warrant promotion, it shall be the duty of the teachers to communicate with the parents, and endeavor, if possible, to secure their cooperation in improving the work of the pupils.

11. Pupils having been promoted from one class to the class next higher, who for two consecutive months fail to maintain a satisfactory standard, shall be returned to the grade from which they were advanced, if in the opinion of the principal and City Superintendent, such failure is due to insufficient preparation for the work of the higher grade.

12. In case such demotions occur repeatedly and among the pupils promoted by any particular teacher, it shall be the duty of the City Superintendent to report such teacher to the proper committee.

REGULATIONS FOR THE NORMAL AND TRAINING SCHOOL.

First—Pupils who fail to attend at least 90 per cent. of all the recitations and exercises shall not be permitted to take the examination except upon the written consent of the Chairman of the Normal and Training and High Schools Committee and the City Superintendent.

Second—The examination questions shall be prepared by the teacher of the class subject to the approval of the principal and the City Superintendent.

Third—The standing of each pupil in each subject shall be found by combining the average of the monthly estimates with the examinations, each counting one-half. This result shall be submitted to the City Superintendent for his examination and approval.

Fourth—No recitation shall be held during the period of regular examinations.

Fifth—Every pupil must have a satisfactory record which shall not be less than "fair" in each subject, including observation and practice teaching, to entitle to promotion or graduation.

Sixth—No pupil shall be permitted to continue in the class, whose general average at the close of the half-year term falls below "fair," or who fails in three studies, practice teaching counting as one. Any pupil whose average is above "fair," but who has failed in not more than *two* studies, shall be permitted to make up these failures by a re-examination by a committee to consist of the teachers of the subject, the principal and the City Superintendent. Provided, that pupils who prefer, shall be permitted to fall back one class and take up those subjects in which they have failed and such others as they wish, subject to the approval of the City Superintendent and the principal.

Seventh—Both classes shall devote the entire time to the Normal Department during the first term of the school year—that is, from September to January 1.

Eighth—Each division shall continue four weeks at a time in the observation and practice work, excepting Friday of each week, which shall be given to prescribed work in the Normal Department.

REGULATIONS FOR THE GOVERNMENT
OF
THE DRAWING SCHOOL.

1. The term will commence with the opening of the regular evening schools and end April 30th.

2. The school will be open six evenings of the week, if found necessary, to complete the course, the session each evening beginning at 7.30 o'clock and closing at 9.30 o'clock.

Doors will open at 7.15 and close at 7.30 o'clock, and students must be in their places at that time.

Teachers will be present at 7.15 o'clock.

The school will be closed on holidays and during Christmas week, the same as the day schools.

3. Applications for admission will be received from 7 to 9 o'clock each evening during the week preceding the opening of the school.

Public notice will be annually given of the same.

No student will be admitted after the last day of January, except by express permission of the Committee on Evening Schools.

4. Applicants under 15 years of age will not be admitted.

5. For the first year course students will be admitted without examination. Those desiring to enter the second year's course will be examined in the subjects of the first year. To enter the third year the pupil will be examined in the second year's work.

6. Any pupil absent five evenings without a satisfactory excuse will forfeit his position in the school. Pupils absent for sufficient reason, and who wish to retain their places, must report to the Principal, either in person or in writing, before the five absences are recorded.

7. No pupils can leave the classroom while the class is in session, except by permission of the teacher.

8. For a breach of good behavior or a violation of the regulations of the school, a pupil must be immediately reported to the Principal, who may suspend or expel such student and report to the Superintendent.

9. All instruments, paper and other appliances needed must be furnished by the pupils.

10. In all departments, teachers will have the pupils use the paper as required by the Principal and the Superintendent. All the drawings to be made on full sheet Medium Whatman paper, 17x22 inches, and finished in a clean and neat manner, careful attention to be given to symmetry and proper arrangement.

11. One drawing from every set will each year be selected and retained as city property for the purpose of record.

12. No finished drawing shall be taken away from the school until the end of the term.

13. Each drawing when finished will be initialed and rated by the teacher of the class, and when accepted by the Principal, it will be stamped by him and form one of the certificate sets.

14. Records of drawings accepted, certificates awarded and the general record of all the classes will be kept by the Principal.

15. Students' work will be rated as follows :

E. for excellent, G. for good, F. for fair, P. for poor or very unsatisfactory.

An average of good is required for certificate set.

16. Each class will meet two evenings a week.

17. Every student being furnished on admission with a copy of this plan of instruction is expected to read it and to abide by all the rules and regulations stated in same as a condition of attendance in the classes. Attendance will, therefore, be regarded as an agreement to comply with the regulations and to follow the course of instruction.

REGULATIONS FOR THE Transfer of Pupils to the Central Ungraded School.

1. Whenever, in the judgment of the principal of any of the public schools of Newark, a pupil in his school is a fit subject for transfer to the ungraded school, he shall so recommend to the City Superintendent on blanks prepared for that purpose, giving in full his reasons for such recommendation.

2. The City Superintendent shall forthwith investigate the case reported, either personally or through the Supervisor of Evening and Summer Schools, by visiting the school, conferring with the principal and parents, consulting with the Commissioners of the ward, examining into the environment of the pupil, and in every way possible acquainting himself with those conditions which have determined his character. A record of this investigation shall be kept in the office of the City Superintendent.

3. If, after such investigation and conference, the City Superintendent is satisfied that all suitable means of control in the school to which the pupil belongs have been employed, and that it is essential for his welfare that he be assigned to the ungraded school, he shall forthwith grant him the necessary transfer.

4. All transfers to the ungraded school shall be for an indefinite period.

5. Whenever the City Superintendent, upon the recommendation of the principal of the ungraded school and the Supervisor of Summer and Evening Schools, is convinced that any pupil in said school has made substantial improvement in conduct and given sufficient grounds for the belief

that his conduct in the future will be satisfactory to warrant such action, the Superintendent shall revoke his transfer and assign him to a graded school.

6. Whenever any pupil in the ungraded school fails to conform in a reasonable degree to its regulations, and shows himself utterly incorrigible by ordinary means and beyond the control of the teacher of said school, it shall be the duty of the City Superintendent to recommend him for commitment to the City Home.

7. The Truant Officer shall be requested to call at the ungraded school at the opening of the morning and afternoon sessions of each day to receive from the teacher the names and addresses of absent pupils. He shall be further requested to visit at once the homes of such pupils and ascertain the reasons for their absence, and, if possible, return them to the school.

REGULATIONS FOR THE Examination and Appointment of Teachers.

1.

At least twice in each year a public examination shall be held under the direction of the City Superintendent and the Committee on Teachers, or in the case of candidates for High or Normal School positions, the Committee on Normal and Training and High Schools, at which examination any candidates for positions in the public schools may present themselves. The questions for all such examinations shall be prepared under the direction of the City Superintendent, subject to revision by the Committee. Each candidate shall be given a number, which, instead of his name, shall be placed upon all papers written by him. All papers shall be examined by a committee of teachers or principals under the direction of the City Superintendent. Appeals from the decision of this Committee may be made to the City Superintendent. All papers, after they have been marked, shall be filed in the office of the City Superintendent. Records of the same shall be kept in books prepared for that purpose, and each examinee shall be notified of the result of his examination. In all cases of applicants taking the examination specified under Rules 2 or 7, following, failure to pass in one subject shall constitute total failure; but teachers, who desire to take an examination for higher grade, may divide such examination. No teacher shall be examined in private, except by special order of the Committee.

2.

All applicants, except as hereinafter specified, shall be examined in Arithmetic, Elementary Algebra, English Language and Grammar, History of the United States, Geography, Spelling, Writing, Reading and Literature,

Elementary Psychology, Theory and Practice of Teaching, Physiology and Hygiene, History of Education, and the elements of at least one Natural Science.

3.

Applicants for positions as vice principals, head assistants and first assistants in Grammar Schools, having successfully passed the elementary examination, or having received permanent appointment as teachers, shall be further examined in Algebra, Plane Geometry, Rhetoric, Modern English and American Literature, General History, and the elements of at least two Sciences, in addition to the one taken under the requirements of Rule 2.

4.

Applications for positions as vice principals or head assistants in Primary Schools, having successfully passed the elementary examination, or having received permanent appointment as teachers, shall be examined in Modern English and American Literature, Theory of the Kindergarten—to be added September 1, 1897—Rhetoric, General History, and the elements of at least two Sciences, in addition to those required under Rule 2.

5.

Applicants for position as principals, in addition to the examination required in Rules 2 and 3, shall be examined in advanced Algebra, Solid Geometry, General English and American Literature, School Management, and at least two Sciences, in addition to those required under Rule 3, provided that candidates taking both elementary and higher examinations, shall be required to be examined in only such subjects in the elementary examination as are not repeated in the higher.

6.

Applicants for positions in the High School, in addition to the subjects required under Rules 2 and 3, shall be examined in any special subject that they may be required to teach.

7.

Applicants for positions as kindergartners, in place of all other examinations, shall be examined in the History of Education, Theory and Practice of the Kindergarten, Psychology, Physiology and Hygiene, English Language and Literature, History of the United States, Elementary Science as applied to the work in the kindergarten, Arithmetic and Vocal and Instrumental Music.

8.

An average of seventy-five per cent. in all of the subjects required for any particular grade, with a minimum of sixty-five per cent. in any subject shall be required. The diploma of the Newark Normal and Training School shall be accepted in place of the examinations required under Rules 2 or 7.

9.

The diploma of any college of good standing, conferring the degrees of A. B., B. S. or Ph. B., and of the United States academies at West Point and Annapolis, may be accepted in place of all of the academic studies required in any of the above examinations. To those possessing such diplomas, the examinations in professional subjects shall be at the option of the committee.

10.

The diplomas of the State Normal School, of New Jersey, and of other schools for the professional training of teachers of equal standing with the above, whose professional courses cover a period of not less than two years,

may be accepted in place of the examinations mentioned in Rule 2, provided that the holder of such a diploma holds also the diploma of a first-class high school or presents evidence of scholarship equivalent to that covered by such a diploma.

A New Jersey State certificate of the second grade, obtained as the result of examination, may be accepted in place of the examinations mentioned in Rules 2, 3 and 4 and a State certificate of the first grade, obtained as the result of examination, may be accepted in place of any of the above examinations.

11.

The diploma of the State Normal School of New Jersey, covering a full kindergarten course, and the diploma of such special kindergarten training schools as the Committee on Teachers shall determine, may be accepted in place of the kindergarten examination, provided that the candidate presents evidence of scholarship equivalent to that covered by a High School diploma.

12.

In the employment of teachers of special subjects, certificates or diplomas of special professional or technical schools, designed to train teachers for such positions, may be accepted in place of any or all of the above named examinations.

13.

No teacher shall be appointed to any position in the public schools who is not at least eighteen years of age, and who has not met, in all respects, the requirements of the above rules; and no teacher not a graduate of a college or a professional training school, shall be appointed, unless such teacher, in addition to the requirements of examination, can present a record of successful experience of at least two years of teaching.

14.

An accredited list shall be kept in the office of the City Superintendent, containing the names of all the candidates for positions in the public schools of Newark who have met the requirements of the above rules, stating the manner in which the requirements have been met, whether by examination or presentation of a diploma, or certificate, or both, and giving references to testimonials on file.

15.

It shall be the duty of the City Superintendent, in case vacancies occur in the teaching force in the public schools, to recommend to the proper Committee suitable persons to fill such vacancies, taken from the accredited list, in every case giving preference to those candidates whose record indicates that they are best qualified for the positions vacant, provided that in all cases graduates of the Newark Normal and Training School shall be given the preference over other candidates of equal experience and attainments. Such graduates shall be appointed in the order indicated by their standing upon graduation.

16.

Each teacher employed in the public schools of Newark must serve a term of probation before receiving permanent appointment. At the end of five school months of such service, the City Superintendent shall report to the proper committee upon the work done by such teacher, giving due consideration to reports received from principals. If the work is reported as unsatisfactory, and as not furnishing reasonable prospect of success, the services of such employee shall be dispensed with. If the work is reported as giving hope of ultimate success, the probationary period may be extended for five school months more. At the end of this period, if the work of the teacher is reported as satisfactory, he may receive a per-

manent appointment; if as totally unsatisfactory, his term of service shall be terminated forthwith; if as still doubtful but with reasonable prospect of success, his probationary term may be still further extended, to be reported upon at frequent intervals for action of the committee; but no teacher, not recommended for permanent appointment, shall be retained for a longer time than two years from the date of temporary appointment. The services of a teacher on probation may be dispensed with at any time after one year of probationary service, when it becomes evident that ultimate success is improbable. This rule shall not apply to teachers under temporary appointment at the date of adoption of these rules.

17.

Principals who have in their schools teachers serving probationary terms, shall, at the end of five school months of such service, formally report to the City Superintendent upon the character of the work done by such teachers, with a recommendation as to their retention or dismissal. At the end of a year of such temporary service, the principal shall again make a similar report to the City Superintendent, and at such other times as may seem to him advisable, or as may be suggested by the City Superintendent.

18.

In all cases of promotion or appointment due consideration shall be given to the teaching ability of the teacher appointed as demonstrated by past service in these schools or ascertained from reliable authority. In the promotion of teachers, other things being equal, teachers employed in the school in which the vacancy occurs shall be given the preference.

REGULATIONS FOR THE Certification and Appointment of Evening School Teachers.

1.

There shall be created as rapidly as possible a permanent corps of teachers for the evening schools of the city of Newark.

2.

For all positions in the evening schools properly qualified candidates, not employed in the day schools, shall be secured, if possible. If enough of these cannot be secured teachers in the day schools may be employed to teach from year to year.

3.

All new appointments shall be temporary. Temporary appointees, not employed in the day schools of this city, may receive permanent appointment under the regulations of this Board for the permanent appointment of teachers, provided the first formal report shall be made at the end of the first half of the evening school term.

4.

Candidates shall be eligible to appointment as evening school teachers upon presentation of one of the following proofs of qualifications: A first grade county certificate of New Jersey, with a record of at least two years of successful experience, a diploma from a Normal School of recognized standing, a college diploma, accompanied by either a record of professional training or at least one year of successful experience in teaching, a second grade State certificate obtained after examination by the State Board of Education.

5.

Candidates not possessing any of the above qualifications, upon passing satisfactorily the examination required under No. 2 of the regulations for the appointment and examination of teachers, and presenting a record of at least two years of successful experience in teaching, may be considered eligible for appointment.

6.

Teachers with a record of at least one year of successful experience in the day schools or evening schools of Newark shall be considered as having met the requirements of these regulations.

7.

EVENING HIGH SCHOOL.

Candidates shall be eligible for appointment in the Evening High School who present either a first grade State certificate or a college diploma, accompanied by a record of at least one year of successful experience.

8.

Candidates not possessing either of the above qualifications may be subjected to an examination similar to that required for appointment in the Day High School, and upon satisfactorily passing such examination and presenting a record of at least three years of successful experience in teaching, may be eligible for appointment.

9.

Teachers possessing a record of successful experience in teaching in either the Day or Evening High School of this city shall be considered as having met the above requirements of eligibility.

10.

The term one year, as employed in these rules, shall be interpreted to mean an annual term of school, either day or evening, according to the rules of this Board.

STATISTICS.

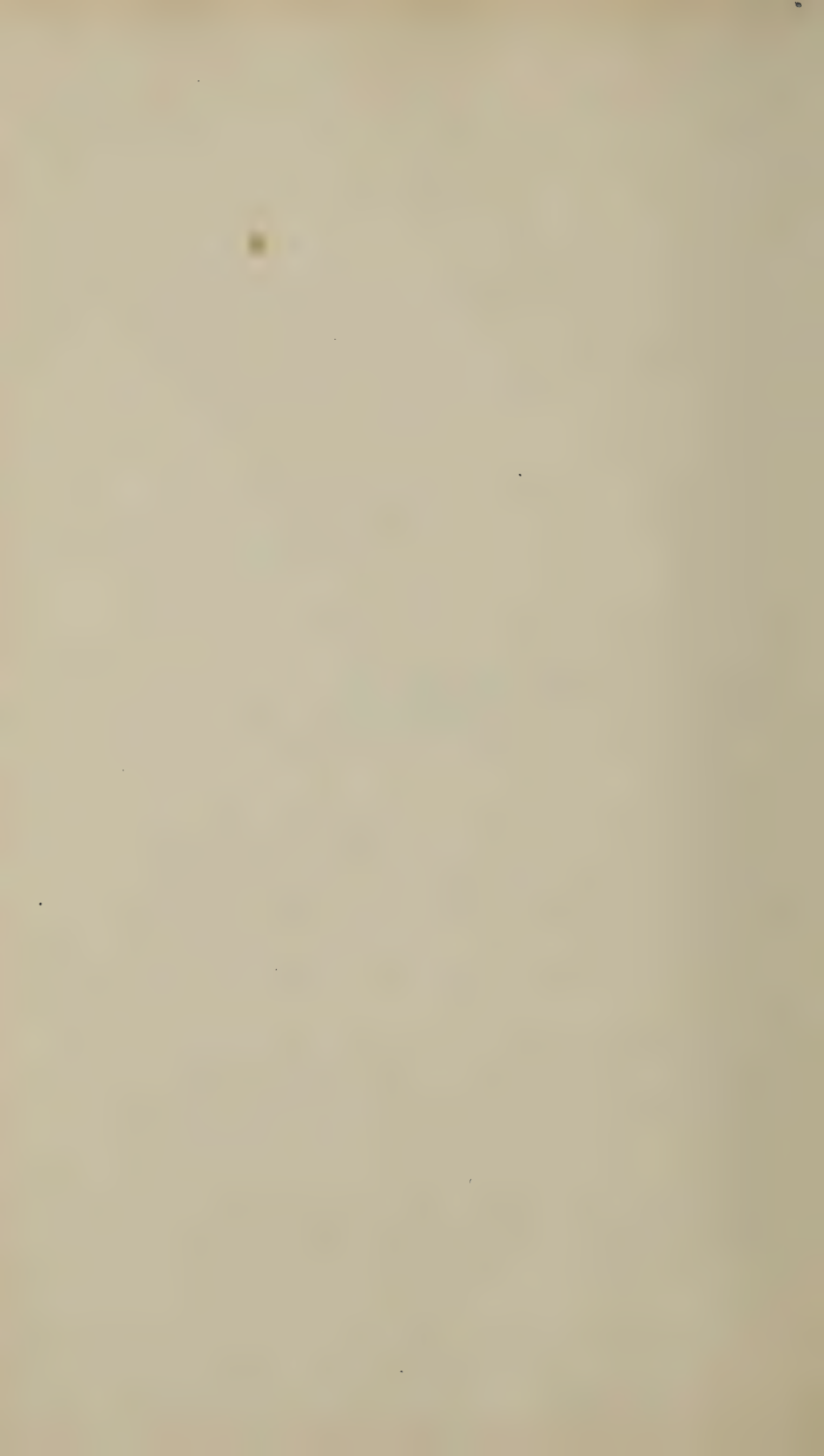


TABLE A.

ESTIMATED VALUE OF SCHOOL HOUSES, SITES
AND SCHOOL FURNITURE.

NAME OF SCHOOL HOUSES.	Value of Sites.	Building and Furniture.	Total.
Normal and Training.....	\$15,000	\$18,000	\$33,000
Old High School.....	25,000	48,000	73,000
New High School.....	85,000	215,000	300,000
Burnet Street.....	25,000	50,000	75,000
State Street.....	10,000	19,000	29,000
Webster Street.....	10,000	25,000	35,000
Washington Street.....	15,000	40,000	55,000
Marshall Street.....	10,000	5,375	15,375
Morton Street.....	30,000	45,000	75,000
Monmouth Street.....	6,000	60,000	66,000
Lawrence Street.....	25,000	45,000	70,000
Commerce Street & Colored	10,000	14,500	24,500
Chestnut Street.....	10,000	40,000	50,000
Lafayette Street.....	15,000	35,000	50,000
South Eighth Street.....	7,000	40,000	47,000
Thirteenth Avenue.....	18,700	48,000	66,700
Bruce Street.....	10,000	32,000	42,000
Central Avenue.....	10,000	40,000	50,000
Lock Street.....	5,000	6,000	11,000
Warren Street.....	4,800	26,000	30,800
Wickliffe Street.....	6,000	10,000	16,000
Summer Avenue.....	10,000	48,000	58,000
Elliot Street.....	5,000	30,000	35,000
Ridge Street.....	4,800	5,000	9,800
Miller Street.....	10,000	35,000	45,000
Elizabeth Avenue.....	15,000	12,800	27,800
Charlton Street.....	12,600	63,000	75,600
Oliver Street.....	10,000	40,000	50,000
South Street.....	5,000	28,500	33,500
Walnut Street.....	8,000	7,000	15,000
Ann Street.....	7,200	55,000	62,200
North Seventh Street.....	7,500	55,000	62,500
Roseville Avenue.....	4,800	18,000	22,800
South Market Street.....	10,500	58,000	68,500
Hamburg Place.....	6,400	39,500	45,900
Hawkins Street.....	5,000	31,000	36,000
South Tenth Street.....	6,000	45,000	51,000
Camden Street.....	8,000	32,000	40,000
Waverly Avenue.....	9,000	25,000	34,000
Fifteenth Avenue.....	5,400	54,000	59,400
Hawthorne Avenue.....	2,000	5,000	7,000
Newton Street.....	10,000	40,000	50,000
Eighteenth Avenue.....	7,000	40,000	47,000
"Franklin".....	15,000	59,000	74,000
Seventh Avenue.....	8,500	30,000	38,500
	\$545,200	\$1,717,675	\$2,262,875

TABLE B.
REPAIRS.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extra ordinary Repairs.	Whole Amount Expended.
Normal and Training.....	\$44 41	.....	\$44 41
High.....	104 77	.....	221 01
Mason work.....	.....	\$46 24	.....
Painting and repairing roof.....	.....	70 00	.....
High Annex, (boys).....	2 98	.....	2 98
Burnet Street.....	54 76	.....	845 31
Plumbing.....	.....	155 38	.....
New fence.....	.....	57 06	.....
Painting.....	.....	63 00	.....
Mason work.....	.....	90 00	.....
Pointing up brick walls.....	.....	195 00	.....
New floors.....	.....	197 36	.....
Repairing iron fence.....	.....	32 75	.....
State Street.....	50 51	.....	295 26
New gutters.....	.....	54 51	.....
Painting roof.....	.....	68 32	.....
Plumbing.....	.....	22 80	.....
New floor.....	.....	99 12	.....
Webster Street.....	77 82	.....	350 41
New fence.....	.....	64 08	.....
Painting.....	.....	75 00	.....
New leaders.....	.....	36 55	.....
New ceilings.....	.....	66 96	.....
Painting roof.....	.....	30 00	.....
Washington Street.....	144 29	.....	624 90
Painting.....	.....	243 00	.....
New wardrobes.....	.....	185 60	.....
New ceilings.....	.....	52 01	.....
Marshall Street.....	18 29	.....	167 42
New water closets.....	.....	72 10	.....
New leaders.....	.....	40 50	.....
New fence.....	.....	36 53	.....
Morton Street.....	387 38	.....	560 30
Painting roof.....	.....	78 30	.....
New gas fixtures.....	.....	46 29	.....
Relaying flagging.....	.....	48 33	.....
Broome Street.....	24 62	.....	24 62
Court Street.....	3 30	.....	3 30

TABLE B—Continued.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extra- ordinary Repairs.	Whole Amount Expended.
William Street.....	\$ 0 30	.....	\$ 0 30
Monmouth Street.....	181 64	.....	514 21
Stone wall.....	.....	\$270 00	.....
New fence.....	.....	62 57	.....
Lawrence street.....	194 34	.....	942 34
Painting.....	.....	303 00	.....
New fence.....	.....	73 26	.....
Repairing iron fence.....	.....	45 71	.....
Artificial stone flooring...	.....	48 25	.....
Plumbing.....	.....	203 20	.....
Storm doors.....	.....	74 57	.....
Commerce Street.....	177 96	.....	177 96
Colored School.....	50 90	.....	50 90
Chestnut Street.....	164 96	.....	332 96
Painting interior.....	.....	123 00	.....
Painting roof.....	.....	45 00	.....
Lafayette Street.....	300 91	.....	1,447 60
Picture moulding.....	.....	44 78	.....
Plumbing.....	.....	235 44	.....
Painting interior.....	.....	545 00	.....
New flooring.....	.....	246 53	.....
Painting roof.....	.....	74 94	.....
South Eighth Street.....	152 82	.....	1,352 27
New windows, wardrobe and storerooms.....	.....	530 18	.....
Two skylights.....	.....	23 00	.....
New ceiling.....	.....	27 56	.....
Painting interior.....	.....	210 00	.....
Plumbing.....	.....	408 71	.....
Thirteenth Avenue.....	85 86	.....	992 23
Picture moulding.....	.....	46 17	.....
Enlarging kindergarten ..	.....	311 05	.....
Painting interior and ex- terior.....	.....	520 00	.....
Relaying flagging.....	.....	29 15	.....
Central Avenue.....	235 87	.....	478 89
Plumbing.....	.....	36 24	.....
Openings to skylights.....	.....	101 20	.....

TABLE B—Continued.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extra- ordinary Repairs.	Whole Amount Expended.
Painting fence.....	.....	\$78 00	.....
Repairing iron fence.....	.....	27 58	.....
Lock Street.....	\$69 52	.....	\$69 52
Warren Street.....	103 96	.....	477 22
Pointing up brick work...	.....	125 00	.....
Painting exterior.....	.....	248 26	.....
Wickliffe Street.....	63 70	.....	159 70
Painting interior.....	.....	96 00	.....
Summer Avenue.....	167 44	.....	1,272 56
New floors.....	.....	637 47	.....
Plumbing.....	.....	203 65	.....
Painting interior.....	.....	239 00	.....
Iron ceiling in boiler room	.....	25 00	.....
Elliot Street.....	80 01	.....	578 23
New book case and doors.	.....	99 75	.....
New fence.....	.....	119 80	.....
Plumbing.....	.....	278 67	.....
Ridge Street.....	24 22	.. ..	225 35
Plumbing.....	.....	201 13	.....
Miller Street.....	177 99	.....	859 12
Mason work.....	.....	73 37	.....
Plumbing.....	.....	91 85	.....
Picture moulding.....	.....	30 00	.....
Book case.....	.....	25 22	.....
New floor and ceiling....	.....	66 19	.....
Changing partition.....	.....	42 50	.....
Painting interior and ex- terior.....	.....	252 00	.....
Gas pipes and fixtures....	.....	100 00	.....
Elizabeth Avenue.....	94 48	.....	119 31
Grading.....	.....	24 83	.....
Charlton Street.....	85 88	.....	190 84
New class-room in court..	.....	104 96	.....
Oliver Street.....	144 34	.....	938 60
New fence.....	.....	42 30	.....
Painting interior and ex- terior.....	.. ..	505 50	.....
New class-room in court....	.....	53 25	.....

TABLE B—Continued.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extra- ordinary Repairs.	Whole Amount Expended.
Two book cases.....	.....	\$54 66	.....
New leaders.....	.....	38 55	.....
Repairing and painting roof.....	.....	100 00	.....
South Street.....	\$349 04	.....	\$703 44
New ceilings.....	.....	109 40	.....
Gas pipes and fixtures.....	.....	165 00	.....
Painting court walls.....	.....	80 00	.....
Walnut Street.....	158 60	.....	252 20
Painting roof.....	.....	47 60	.....
Painting interior.....	.....	46 00	.....
Ann Street.....	185 86	.....	831 01
Plumbing.....	.....	120 23	.....
Storm doors.....	.....	67 67	.....
Grading and flagging.....	.....	268 25	.....
Painting interior.....	.....	189 00	.....
North Seventh Street.....	106 14	.....	359 34
Painting interior.....	.....	30 75	.....
Grading.....	.....	30 00	.....
Painting roof.....	.....	25 00	.....
Plumbing.....	.....	167 45	.....
Roseville Avenue.....	170 82	.....	602 64
New class-room in court..	.....	106 07	.....
Painting.....	.....	68 00	.....
Painting roof.....	.....	60 00	.....
Plumbing.....	.....	64 25	.....
Mason work.....	.....	65 00	.....
Artificial stone flooring...	.....	68 50	.....
South Market Street.....	24 05	.....	24 05
South Market Street Annex.	7 56	.....	7 56
Hamburg Place.....	182 27	.....	736 33
Mason work.....	.....	65 56	.....
Repairing roof.....	.....	94 88	.....
Plumbing.....	.....	261 66	.....
New book case.....	.....	41 96	.....
Painting roof.....	.....	90 00	.....
Hawkins Street.....	90 21	.....	699 61
Repairing roof.....	.....	68 62	.....

TABLE B—Continued.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extra- ordinary Repairs.	Whole Amount Expended.
Painting interior and ex- terior.....	.....	\$467 50	.....
New class-room in court..	.....	73 28	.....
South Tenth Street.....	\$138 73	.....	\$924 17
Storm doors.....	.....	30 65	.....
Painting roof.....	.....	25 00	.....
Painting interior and ex- terior.....	.....	672 00	.....
Gas pipe and fixtures.....	.....	57 79	.....
South Tenth Street Annex..	37 84	.....	37 84
Camden Street.....	88 84	.....	88 84
Camden Street Annex.....	8 00	.....	8 00
Waverly Avenue.....	20 35	.....	381 13
Two class-rooms in court.	.....	199 58	.....
Painting interior and ex- terior.....	.....	71 20	.....
Painting roof.....	.....	90 00	.....
Fifteenth Avenue.....	10 52	.....	10 52
Hawthorne Avenue.....	68 22	.....	68 22
Newton Street.....	69 27	.....	683 71
Plumbing.....	.....	154 03	.....
Gas pipe and fixtures.....	.....	207 83	.....
Painting interior and ex- terior.....	.....	142 00	.....
Painting roof.....	.....	110 58	.....
Eighteenth Avenue.....	197 06	.....	337 06
Painting interior.....	.....	140 00	.....
Livingston Street.....	13 56	.....	13 56
"Franklin".....	137 20	.....	392 69
New ceilings.....	.....	150 69	.....
Book case.....	.....	28 00	.....
Gas fixtures.....	.....	76 80	.....
Central Ungraded.....	33 92	.....	32 92
Drawing.....	33 46	.....	120 46
Gas fixtures.....	.....	87 00	.....

TABLE C.
FURNITURE AND SUPPLIES.

SCHOOL BUILDINGS.	Ordinary Supplies.	Furniture and Wall Slates.	Whole Amount Expended.
Normal and Training	\$132 66	.....	\$140 16
New furniture.....	.....	\$7 50	.....
High School.....	24 56	.....	1,885 66
New furniture.....	.....	1,393. 37	.....
Wall slate.....	.....	467 73	.....
High Annex (Boys').....	36 62	.....	36 62
High Annex (Girls').....	10 50	.....	10 50
Burnet Street.....	114 75	.....	199 45
New furniture.....	.....	84 70	.....
State Street.....	31 50	.....	136 80
New furniture.....	.....	105 30	.....
James Street.....	10 43	.....	10 43
Webster Street.....	60 90	.....	90 40
New furniture.....	.....	29 50	.....
Washington Street.....	102 46	.....	600 04
New furniture.....	.....	375 05	.....
Wall slate.....	.....	122 53	.....
Marshall Street.....	18 00	.....	18 00
Morton Street.....	154 56	.....	3,655 26
New furniture.....	.....	2,665 42	.....
Wall slate.....	.....	835 28	.....
Broome Street.....	6 75	.....	6 75
Court Street.....	12 40	.....	12 40
William Street.....	26 65	.....	26 65
Monmouth Street.....	106 43	.....	225 18
New furniture.....	.....	118 75	.....
Lawrence Street.....	82 83	.....	160 08
New furniture.....	.....	77 25	.....
Commerce Street.....	45 64	.....	69 58
New furniture.....	.....	23 94	.....
Colored School.....	18 19	.....	18 19
Chestnut Street.....	31 51	.....	98 72
New furniture.....	.....	67 21	.....
Chestnut Street Annex.....	41 57	.....	41 57
Lafayette Street.....	102 29	.....	276 98
New furniture..	.....	103 95	.....
Wall slate.....	.....	70 74	.....
Clover Street.....	10 93	.....	10 93
South Eighth Street.....	49 34	.....	166 14
New furniture.....	.....	68 80	.....
New slate.....	.....	48 00	.....

TABLE C—Continued.

SCHOOL BUILDINGS.	Ordinary Supplies.	Furniture and Wall Slates.	Whole Amount Expended.
Thirteenth Avenue.....	\$45 91	.....	\$80 41
New furniture.....	.....	\$34 50	.....
Bruce Street.....	116 89	.....	2,029 51
New furniture. ....	.....	1,605 23	.....
Wall slate.....	.....	307 39	.....
Central Avenue.....	34 46	.....	89 71
New furniture.....	.....	55 25	.....
Lock Street.....	13 77	.....	13 77
Warren Street.....	30 77	.....	30 77
Wickliffe Street.....	21 88	.....	21 88
Summer Avenue.....	70 07	.....	230 84
New furniture.....	.....	15 89	.....
Wall slate.....	.....	144 88	.....
Elliot Street.....	83 74	.....	283 58
New furniture.....	.....	137 26	.....
Wall slate.....	.....	62 58	.....
Ridge Street.....	2 50	.....	61 82
New furniture.....	.....	29 85	.....
Wall slate.....	.....	29 47	.....
Miller Street.....	58 96	.....	304 09
New furniture.....	.....	245 13	.....
Elizabeth Avenue.....	6 35	.....	38 60
New furniture.....	.....	32 25	.....
Charlton Street.....	58 50	.....	214 14
New furniture.....	.....	155 64	.....
Oliver Street.....	59 16	.....	221 60
New furniture.....	.....	162 44	.....
South Street.....	93 01	.....	135 06
New furniture.....	.....	42 05	.....
Walnut Street.....	17 49	.....	94 29
New furniture.....	.....	76 80	.....
Ann Street.....	77 44	.....	441 49
New furniture.....	.....	364 05	.....
North Seventh Street.....	24 24	.....	148 49
New furniture.....	.....	124 25	.....
Roseville Avenue.....	33 82	.....	85 07
New furniture.....	.....	51 25	.....
South Market Street.....	14 14	.....	34 14
New furniture.....	.....	20 00	.....
South Market Street Annex.	30 32	.....	30 32
Hamburg Place.....	31 25	.....	31 25
Hawkins Street.....	53 15	.....	170 95

TABLE C—Continued.

SCHOOL BUILDINGS.	Ordinary Supplies.	Furniture and Wall Slates.	Whole Amount Expended.
New furniture.....	.....	\$117 80	.....
South Tenth Street.....	\$53 31	.....	\$222 12
New furniture.....	.....	168 81	.....
South Tenth Street Annex..	17 10	.....	42 75
New furniture.....	.....	25 65	.....
Camden Street.....	50 44	.....	71 29
New furniture.....	.....	20 85	.....
Camden Street Annex.....	10 67	.....	24 92
New furniture.....	.....	14 25	.....
Waverly Avenue.....	52 98	.....	180 58
New furniture.....	.....	127 60	.....
Fifteenth Avenue.....	78 26	.....	2,435 97
New furniture.....	.....	1,729 97	.....
Wall slate.....	.....	627 74	.....
Hawthorne Avenue.....	8 39	.....	23 89
New furniture.....	.....	15 50	.....
Newton Street.....	92 08	.....	274 13
New furniture.....	.....	182 05	.....
Newton Street Annex.....	2 76	.....	2 76
Eighteenth Avenue.....	47 21	.....	118 02
New furniture.....	.....	70 81	.....
Livingston Street.....	29 98	.....	92 74
New furniture.....	.....	62 76	.....
"Franklin".....	112 42	.....	240 91
New furniture.....	.....	128 49	.....
Central Ungraded.....	50 39	.....	91 14
New furniture.....	.....	40 75	.....
Evening High.....	76	.....	76
Morton Street Evening....	45	.....	45
Lafayette Street Evening...	30	.....	30
Central Avenue Evening....	45	.....	45
South Street Evening.....	30	.....	30
So. Market Street Evening..	15	.....	15
So. Tenth Street Evening...	95	.....	95
Eighteenth Avenue Evening.	30	.....	30
Webster Street "Franklin"			
Evening.....	30	.....	30
Drawing.....	54 60	.....	217 10
New furniture.....	.....	162 50	.....

TABLE D.
HEATING APPARATUS AND FUEL.

SCHOOL BUILDINGS.	Heating Apparatus.			Fuel.		
	Ordinary Expenditures.	Extraordinary Expenditures.	Total.	Tons of Coal.	Cost.	Cost of Wood.
Normal and Training.	\$23 06	.....	\$23 06	55	\$270 25	.....
High School.	62 77	.....	62 77	93	448 90	\$5 50
High Annex (Boys).	6 00	.....	6 00	14	71 95	1 38
Burnet Street.	12 10	.....	12 10	49	239 70	2 75
State Street.	15 50	.....	15 50	20	146 50	2 75
James Street Industrial.	23 40	.....	23 40	24	119 20	2 85
Webster Street.	9 50	\$43 86	53 36	40	197 00	.....
Washington Street.	44 19	.....	44 19	80	396 45	.....
Marshall Street.	66 95	.....	66 95	48	196 90	.....
Morton Street.	95 45	80 00	175 45	175 1/4	861 26	2 75
Broome Street.	4 80	.....	4 80	7	33 85	2 85
Court Street.	.....	.....	.....	7	36 85	2 85
William Street.	5 00	.....	5 00	.....	.....	.....
Monmouth Street.	17 90	118 62	136 52	165	814 50	2 75
Lawrence Street.	28 54	55 70	84 24	57 1/2	281 10	1 83
Commerce Street.	76 36	.....	76 36	30	147 00	.....
"Colored".	56 41	.....	56 41	5	25 25	2 75
Chestnut Street.	72 72	240 00	312 72	69	345 42	.....
Chestnut Street Annex.	.....	.....	.....	2	10 10	.....
Lafayette Street.	45 41	187 84	233 25	61	299 85	.....
Clover Street Industrial.	35 96	.....	35 96	6	30 30	.....
						Total.
						\$270 25
						454 40
						73 33
						242 45
						149 25
						122 05
						197 00
						396 45
						196 90
						864 01
						37 70
						39 20
					
					
						817 25
						282 93
						147 00
						28 00
						345 42
						10 10
						299 85
						30 30

South Eighth Street.....	60 87	.....	60 87	75	367 50	.....	367 50
Thirteenth Avenue.....	88 55	40 09	128 64	89½	443 23	.....	443 23
Bruce Street.....	9 30	.....	9 30	42	207 10	.....	207 10
Central Avenue.....	40 90	.....	40 90	60½	298 15	.....	298 15
Lock Street.....	1 00	.....	1 00	24	117 70	.....	117 70
Warren Street.....	9 50	.....	9 50	62	302 60	2 85	305 45
Wickliffe Street.....	78 31	.....	78 31	15	77 00	1 38	78 38
Summer Avenue.....	80 63	31 97	112 60	134½	666 45	2 75	669 20
Elliot Street.....	49 54	498 09	547 63	65	318 25	.....	318 25
Ridge Street.....	5 00	237 54	242 54	10	74 00	.....	74 00
Miller Street.....	39 53	41 10	80 63	85	420 50	5 50	426 00
Elizabeth Avenue.....	21 21	.....	21 21	44	214 95	.....	214 95
Charlton Street.....	73 17	380 27	453 44	92	455 35	.....	455 35
Oliver Street.....	63 17	109 42	172 59	74	363 95	.....	363 95
South Street.....	17 25	.....	17 25	60	298 00	5 50	303 50
Walnut Street.....	38 01	.....	38 01	16	76 80	.....	76 80
Ann Street.....	96 64	145 54	242 18	135	683 00	5 50	688 50
North Seventh Street.....	59 37	143 03	202 40	157	549 11	5 50	554 61
Roseville Avenue.....	141 36	126 15	267 51	32	240 00	2 85	242 85
South Market Street.....	18 80	.....	18 80	32	159 60	5 70	165 30
South Market Street Annex.....	42 85	.....	42 85	2	10 10	.....	10 10
Hamburg Place.....	107 71	.....	107 71	83½	408 70	5 50	414 20
Hawkins Street.....	28 69	62 27	90 96	40	202 00	.....	202 00
South Tenth Street.....	65 07	84 96	150 03	137¼	674 61	5 50	680 11
South Tenth Street Annex.....	43 75	.....	43 75	61½	33 33	.....	33 33
Camden Street.....	39 85	51 44	91 29	50	246 25	2 75	249 00
Camden Street Annex.....	41 80	.....	41 80	10	52 00	.....	52 00
Waverly Avenue.....	18 00	192 22	210 22	96	470 80	2 75	473 55
Fifteenth Avenue.....	19 80	141 12	160 92	105	514 00	5 50	519 50
Hawthorne Avenue.....	17 94	.....	17 94	18	87 90	.....	87 90
Newton Street.....	41 47	140 15	181 62	89	438 20	2 75	440 95
Newton Street Annex.....	15 55	.....	15 55	.....	.....	.....	.....
Eighteenth Avenue.....	43 56	227 40	270 96	110	543 00	5 50	548 50
Livingston Street.....	5 30	.....	5 30	20	98 50	.....	98 50
"Franklin".....	82 39	.....	82 39	95	466 00	5 50	471 50
Drawing.....	3 50	.....	3 50	43	222 15	.....	222 15

TABLE E.

Showing Average Enrollment, Salaries, Cost of School Books, other Ordinary Expenses, Total Ordinary Expenses, Extraordinary Expenses, Total Current Expenses, Cost of Books per Pupil, and Annual Cost per Pupil.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses, Repairs, Fuel, Heating, Janitors, Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for Furniture and Heating and Repairs.	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Normal and Training—									
Normal Department.....	95	\$ 945 68	\$271 00	\$417 07	\$5,733 75	\$ 2 50	\$5,736 25	28	\$60 36
Training Department.....	290	6,943 33	946 36	879 08	8,068 77	5 00	8,073 77	85	27 82
High	637	35,163 29	1,693 04	1,698 26	38,524 69	1,977 34	40,502 03	2 66	60 48
High Annex (Boys).....	211	9,615 36	313 91	1,468 86	11,326 13	.....	11,326 13	1 01	53 25
High Annex (Girls).....	330	9,342 03	295 90	2,010 50	11,648 43	.....	11,648 43	90	35 30
Burnet Street Grammar.....	313	7,063 64	421 96	820 58	8,306 18	437 60	8,743 78	1 35	26 54
Burnet Street Primary.....	379	6,387 98	232 54	820 58	7,441 10	437 65	7,878 75	61	19 63
State Street Primary.....	423	7,630 55	394 55	1,023 81	8,958 91	350 05	9,308 96	70	20 69
James Street Industrial.....	218	4,225 31	146 61	656 18	5,028 10	.....	5,028 10	67	23 08
Webster Street Primary.....	467	8,127 04	327 94	1,330 37	9,785 35	345 95	10,131 30	70	20 95
Washington Street Grammar.....	249	5,375 21	271 07	743 83	6,390 11	419 22	6,809 33	1 09	25 66
Washington Street Primary.....	354	6,021 79	366 74	391 62	7,320 15	558 97	7,879 12	87	20 68
Marshall Street Primary.....	191	3,659 42	110 63	863 48	4,633 53	149 13	4,782 66	58	24 26
Morton Street Grammar.....	298	5,715 65	1,165 47	900 49	7,781 61	1,153 98	8,935 59	3 91	26 11
Morton Street Primary.....	720	14,640 90	1,270 23	2,360 58	18,371 71	2,599 62	20,871 33	1 76	25 38
Broome Street Primary.....	219	1,328 92	59 80	433 87	1,822 09	.....	1,822 09	27	8 32
Court Street Primary.....	163	732 42	73 95	252 90	1,058 27	.....	1,058 27	45	6 49
William Street Primary.....	925	3,076 40	144 24	2,292 25	4,512 89	.....	4,512 89	64	20 06
Monmouth Street Grammar.....	1,209	18,229 98	1,055 50	2,645 31	21,930 79	569 94	22,500 73	87	18 14
Lawrence Street Grammar.....	207	4,991 19	353 80	769 02	6,114 01	440 44	6,554 45	1 71	20 54
Lawrence Street Primary.....	270	4,610 96	167 54	923 05	5,547 25	440 50	5,987 75	62	20 55
Commerce Street Primary.....	242	5,070 74	156 02	768 50	6,150 26	23 94	6,174 20	64	25 41
Colored	127	3,392 97	210 26	518 90	4,092 13	.....	4,092 13	1 66	32 22
Chestnut Street Grammar.....	317	6,695 57	716 63	780 85	8,193 05	.....	8,193 05	2 26	35 85
Chestnut Street Primary.....	385	6,847 67	237 30	844 73	7,929 70	221 54	8,414 59	62	20 60
Chestnut Street Annex Primary.....	83	1,248 66	1 12	636 77	1,886 55	253 69	1,886 55	61	22 73
Lafayette Street Grammar.....	236	4,942 52	496 54	616 06	6,055 12	532 67	6,587 79	2 10	25 66

Lafayette Street Primary.....	487	8,490 66	389 57	1,120 61	10,009 84	976 55	10,986 39	80	20 55
Clover Street Industrial.....	98	1,437 68	32 58	517 39	1,987 65	.....	1,987 65	33	30 28
South Eighth Street Grammar.....	373	7,500 55	973 08	973 08	6,053 93	724 77	9,818 70	1 40	33 99
South Eighth Street Grammar.....	416	5,499 80	317 76	756 84	6,574 40	591 48	7,105 88	76	15 80
Thirteenth Avenue Grammar.....	287	4,684 75	586 32	5,864 84	5,864 84	387 02	6,191 86	2 04	20 43
Thirteenth Avenue Primary.....	725	9,801 02	370 51	1,187 59	11,259 12	653 94	12,013 06	1 64	15 67
Bruce Street Primary.....	483	2,616 28	440 71	667 69	3,724 71	1,912 62	5,637 33	1 08	23 67
Central Avenue Grammar.....	247	4,944 94	268 02	632 82	5,845 78	119 30	5,965 08	1 69	19 47
Central Avenue Primary.....	411	6,863 00	248 07	949 34	8,000 31	178 97	8,179 28	57	20 50
Lock Street Primary.....	304	3,384 00	106 11	931 54	4,181 71	.....	4,181 71	57	18 35
Warren Street Primary.....	353	5,619 16	218 16	1,191 80	7,024 12	373 26	7,402 38	57	18 35
Wickliffe Street Primary.....	293	4,656 30	84 58	862 07	5,602 95	96 00	5,698 95	29	19 12
Summer Avenue Grammar.....	303	5,573 10	519 34	874 90	6,967 34	528 95	7,496 29	1 71	22 99
Summer Avenue Primary.....	484	8,048 67	471 24	1,266 50	9,806 41	708 91	10,575 32	97	20 26
Elliot Street Grammar.....	200	4,203 91	401 88	599 74	5,205 53	501 12	5,706 65	2 01	26 03
Elliot Street Primary.....	330	5,953 73	285 45	825 17	7,064 55	695 03	7,759 58	87	21 41
Ridge Street Primary.....	142	2,914 81	168 73	434 27	3,517 81	497 99	4,015 80	1 18	24 77
Miller Street Grammar.....	341	6,544 10	523 57	821 52	7,894 18	458 06	8,252 24	1 55	23 15
Miller Street Primary.....	364	6,140 49	218 56	7,251 81	7,894 18	509 30	7,761 11	1 55	19 92
Elizabeth Avenue Primary.....	287	4,432 85	392 54	888 92	5,664 31	57 08	5,721 39	1 37	19 74
Charlton Street Primary.....	503	7,526 37	578 72	1,579 73	9,624 82	640 87	10,265 69	1 67	25 81
Oliver Street Grammar.....	393	7,159 40	556 48	1,739 73	8,594 58	578 80	9,173 38	1 03	21 86
Oliver Street Primary.....	307	5,584 95	316 16	1,178 67	6,710 84	487 32	7,198 16	1 03	21 86
South Street Primary.....	561	10,084 00	337 86	1,036 78	12,340 53	336 45	12,736 98	96	22 00
Walnut Street Primary.....	343	6,333 42	339 01	1,036 78	7,609 21	170 40	7,779 61	96	22 00
Ann Street Primary.....	739	11,190 79	618 22	2,599 72	14,408 73	1,154 74	15,563 47	84	19 50
North Seventh Street Grammar.....	219	4,348 25	499 35	768 56	5,616 16	160 05	5,776 21	84	22 50
North Seventh Street Primary.....	565	9,364 55	376 40	1,773 65	11,514 60	360 43	11,875 03	67	20 38
Roseville Avenue Primary.....	325	5,718 26	234 45	1,225 85	7,178 56	609 22	7,787 78	72	22 99
South Market Street Grammar.....	236	4,565 70	337 63	516 30	5,419 63	9 12	5,428 75	1 43	22 96
South Market Street Primary.....	379	6,022 45	263 22	648 41	6,934 08	10 88	6,944 96	69	18 30
So. Market St. Annex Primary.....	47	561 26	13 05	416 26	990 57	.....	990 57	28	21 08
Hamburg Place Grammar.....	316	5,751 71	564 34	846 96	7,163 01	239 56	7,402 57	55	18 35
Hamburg Place Primary.....	529	8,275 83	291 55	1,349 93	9,707 31	314 50	10,021 81	55	22 67
Hawkins Street Primary.....	363	6,366 75	645 84	1,187 28	8,199 87	789 47	8,989 34	1 78	22 50
South Tenth Street Grammar.....	298	5,248 82	783 32	750 13	6,884 47	264 04	7,248 51	2 64	20 42
South Tenth Street Primary.....	782	10,238 08	630 33	1,484 78	12,413 19	675 17	13,088 36	81	15 87
So. Tenth Street Annex Primary.....	132	1,405 28	66 65	583 12	2,053 45	25 65	2,079 10	50	15 56
Camden Street Primary.....	767	11,620 38	388 36	1,251 37	13,200 01	72 29	13,332 30	51	17 28
Camden Street Annex Primary.....	89	1,693 30	31 24	532 57	2,317 11	14 25	2,331 36	35	26 04
Waverly Avenue Primary.....	483	7,129 45	580 55	1,426 33	9,136 33	680 60	9,816 93	1 20	18 92
Fifteenth Avenue Primary.....	586	10,515 38	531 43	1,613 91	12,660 72	2,498 83	15,159 55	91	21 61
Hawthorne Avenue Primary.....	106	1,498 87	139 15	429 65	2,067 67	15 50	2,083 17	31	19 51
Newton Street Grammar.....	329	5,941 37	493 60	710 15	7,145 02	374 65	7,519 67	1 50	21 06
Newton Street Primary.....	632	9,947 25	257 96	1,065 25	10,780 56	561 99	11,342 55	41	17 06
Newton Street Annex Primary.....	102	1,151 50	20 69	414 41	1,568 50	.....	1,568 50	03	15 38
Eighteenth Avenue Grammar.....	363	6,399 83	920 69	732 87	8,053 39	177 62	8,231 01	2 54	22 19
Eighteenth Avenue Primary.....	589	8,485 58	429 97	1,104 29	10,019 84	260 59	10,280 43	73	17 01

TABLE E—Continued.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses, Heating, Fuel, Repairs, Janitors, Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for Furniture and Heating and Wall Slates and Repairs.		Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Livingston Street Primary.....	373	5,330 44	211 70	1,798 34	7,340 48	62 76		7,403 24	1 57	19 66
"Franklin" Grammar.....	410	7,969 25	648 13	1,066 48	9,683 86	208 07		9,891 93	1 58	23 62
"Franklin" Primary.....	451	6,540 89	371 82	918 90	7,831 61	175 91		8,007 52	2 28	17 37
Central Ungraded.....	17	960 00	180 95	463 89	1,563 84			1,563 84	23 91	91 96
Evening High.....	221	3,389 38	51 26	403 89	4,050 23			4,050 23	26 14	18 33
Morton Street Evening.....	387	3,854 92	56 05	499 08	4,410 65			4,410 65	14 11	11 40
Lafayette Street Evening.....	224	1,941 33	62 41	233 54	2,237 28			2,237 28	26 86	9 99
Central Avenue Evening.....	217	1,846 83	98 26	144 00	2,089 09			2,089 09	45 3	9 63
Elliot Street Evening.....	40	126 56	23 40	3 00	152 96			152 96	58 3	82 10
South Street Evening.....	170	1,514 30	75 29	158 83	1,748 42			1,748 42	44 10	26 86
South Market Street Evening.....	247	1,930 88	24 13	189 08	2,144 09			2,144 09	10 8	68 11
South Tenth Street Evening.....	186	1,964 20	122 12	102 24	2,188 56			2,188 56	66 11	77 10
Newton Street Evening.....	359	2,163 42	83 49	203 09	2,450 50			2,450 50	32 9	46 32
Eighteenth Avenue Evening.....	224	2,078 09	51 43	161 41	2,290 93			2,290 93	23 10	23 10
Webster St. Evening, 2 mos.....	343	2,626 00	139 74	231 26	2,997 00			2,997 00	41 8	74 8
"Franklin" Evening, 4 mos.....	530	4,578 50	11 54	2,757 43	7,347 47	249 50		7,596 97	02 13	86 13
Drawing.....	78	198 75	4 86	9 00	212 61			212 61	06 2	73 2
James Street Summer.....	155	293 75	6 79	12 00	312 54			312 54	04 04	22 04
William Street Summer.....	399	655 75	15 60	36 00	707 35			707 35	10 1	77 10
Nonmouth Street Summer.....	122	212 75	12 19	13 00	236 94			236 94	10 1	94 10
Wickliffe Street Summer.....	151	247 75	6 44	12 00	266 19			266 19	04 1	76 1
South Street Summer.....	354	604 25	11 84	33 00	649 09			649 09	03 1	83 1
Hamburg Place Summer.....	240	605 75	14 76	33 00	653 51			653 51	04 1	92 1
South Tenth Street Summer.....	309	605 75	12 89	30 00	609 64			609 64	04 1	97 1
Newton Street Summer.....	334	563 75	18 63	30 00	612 38			612 38	06 1	83 1
Eighteenth Avenue Summer.....	207	338 75	12 93	18 00	369 68			369 68	06 1	73 1
"Franklin" Summer.....										

TABLE F.

NAME AND GRADE OF SCHOOL.	No. of male teachers.		No. of female teachers.		No. of male pupils rec'd from other schools.		No. of female pupils rec'd from other schools.		Total No. of male pupils enrolled.		Total number of pupils enrolled.		Average number of registered pupils.		Average daily attendance for year.		No. of months school has been kept open during year.		No. of children between 5 and 18 years of age enrolled during year.		No. who have attended 8 months, but less than 10.		No. who have attended 6 months, but less than 8.		No. who have attended 4 months, but less than 6.		No. who have been present every school day during year.		No. who have not been absent or tardy during year.		No. of cases of tardiness during year.		No. of different classes in school.		No. suspended or expelled during year.		No. of visits by City Superintendent.		No. of visits by Commissioners.		No. of visits by Drawing Teacher.		No. of visits by Music Supervisor.	
	No. of male teachers.	No. of female teachers.	No. of male pupils rec'd from other schools.	No. of female pupils rec'd from other schools.	Total No. of male pupils enrolled.	Total number of pupils enrolled.	Average number of registered pupils.	Average daily attendance for year.	No. of months school has been kept open during year.	No. of children between 5 and 18 years of age enrolled during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have been present every school day during year.	No. who have not been absent or tardy during year.	No. of cases of tardiness during year.	No. of different classes in school.	No. suspended or expelled during year.	No. of visits by City Superintendent.	No. of visits by Commissioners.	No. of visits by Drawing Teacher.	No. of visits by Music Supervisor.																						
Normal and Training— Normal Department.....	2	4	101	101	95	91	10	*28	1	1	1	6	16	10	22	3	..	4	2	38	38																					
High.....	10	13	..	..	400	701	637	592	10	628	33	32	30	32	63	52	18	2	2	5	..	..																				
High Annex, Boys.....	5	9	68	..	287	287	330	197	10	283	134	15	10	75	53	23	127	5	1	4	..	..																				
High Annex, Girls.....	..	..	..	..	406	406	330	302	10	402	25	9	43	47	23	22	8	..	5	4	..	..																				
Total in High School.....	15	26	69	68	806	1,384	1,178	1,041	10	41,313	73	51	178	132	106	92	813	31	3	19	14	..																						
GRAMMAR SCHOOLS.																																												
Burnet Street.....	1	8	10	5	193	377	313	294	10	377	35	20	27	16	21	19	11	6	1	4	5	2																						
Washington Street.....	1	6	11	3	129	290	229	229	10	290	47	23	27	37	21	20	26	1	2	4	1	2																						
Morton Street.....	1	7	15	7	179	360	298	270	10	360	32	24	32	30	9	10	26	6	1	10	6	6																						
Lawrence Street.....	1	6	5	8	117	130	247	184	10	247	20	23	21	31	13	12	65	1	3	15	3	3																						
Chestnut Street.....	1	8	5	4	145	360	297	292	10	360	23	19	36	24	18	16	67	8	1	13	5	3																						
Lafayette Street.....	1	6	4	3	120	278	214	214	10	278	35	25	24	35	18	18	40	6	2	2	2	2																						
South Eighth Street.....	1	9	10	17	215	452	370	347	10	452	49	35	32	47	19	19	82	9	2	8	7	7																						
Thirteenth Avenue.....	1	6	12	14	148	346	247	221	10	346	28	24	29	41	15	15	7	6	3	26	5	3																						
Central Avenue.....	1	7	16	8	158	369	303	277	10	369	43	33	65	31	6	5	113	6	3	35	3	6																						
Summer Avenue.....	1	5	7	6	120	249	200	180	10	248	27	18	25	27	14	14	33	7	6	4	4	12																						
Elliot Street.....	1	7	14	7	180	395	308	270	10	395	21	13	25	45	5	5	124	5	4	8	3	6																						
Miller Street.....	1	5	7	5	120	249	200	180	10	248	27	18	25	27	14	14	33	7	6	4	4	12																						
Oliver Street.....	1	7	14	7	180	395	308	270	10	395	21	13	25	45	5	5	124	5	4	8	3	6																						
North Seventh Street.....	1	8	10	5	120	249	200	180	10	248	27	18	25	27	14	14	33	7	6	4	4	12																						
South Market Street.....	1	5	6	6	120	249	200	180	10	248	27	18	25	27	14	14	33	7	6	4	4	12																						
South Market Street.....	1	5	6	6	120	249	200	180	10	248	27	18	25	27	14	14	33	7	6	4	4	12																						
Hamburg Place.....	1	1	1	2	143	130	273	213	10	273	185	23	24	46	24	17	17	40	1	2	10	3	4																					
South Tenth Street.....	1	8	11	2	175	379	316	290	10	379	244	35	35	33	21	19	103	5	1	4	1	3																						
South Tenth Street.....	1	8	11	2	175	379	316	290	10	379	244	35	35	33	21	19	103	5	1	4	1	3																						
Newton Street.....	1	8	11	2	175	379	316	290	10	379	244	35	35	33	21	19	103	5	1	4	1	3																						
Eighteenth Avenue.....	1	8	13	15	196	378	329	308	10	378	270	27	21	20	28	26	25	10	8	14	30	4	4																					
"Franklin".....	1	9	5	3	204	471	410	318	10	471	327	34	31	35	32	32	17	9	9	..	..	8																				
Total in Grammar Schools.	20	139	205	173	3,233	6,928	5,881	5,394	10	46,927	4,483	505	626	621	312	299	1,023	139	20	78	257	105	89																					

TABLE F—Continued.

NAME AND GRADE OF SCHOOL.	No. of male teachers.	No. of female teachers.	No. of male pupils rec'd from other schools.	No. of female pupils rec'd from other schools.	Total No. of male pupils enrolled.	Total No. of female pupils enrolled.	Total number of pupils enrolled.	Average number of regis- tered pupils.	Average daily attend- ance for year.	No. of months school has been kept open during year.	No. of children between 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more dur- ing year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been pres- ent every school day during year.	No. who have not been absent or tardy during year.	No. of cases of tardiness during year.	No. of different classes in school.	No. suspended or ex- pelled during year.	No. of visits by City Superintendent.	No. of visits by Com- missioners.	No. of visits by Drawing Teacher.	No. of visits by Music Supervisor.		
PRIMARY SCHOOLS.																											
Normal and Training— Training Department.....	7	12	183	201	384	290	255	10	384	198	35	39	51	61	20	14	17	88	2	9	1	1	1	1	1	1	1
Burnet Street.....	8	26	11	298	211	479	379	346	10	479	341	38	40	35	8	8	15	3	15	3	1	1	1	1	1	1	1
State Street.....	11	12	10	300	330	630	483	373	84	630	240	84	101	125	8	8	75	2	15	3	1	1	1	1	1	1	
Webster Street.....	12	28	26	349	306	655	467	394	116	655	234	116	77	135	24	5	112	11	12	1	1	1	1	1	1	1	
Washington Street.....	8	24	24	255	222	477	354	323	86	477	183	86	35	115	24	24	104	8	8	6	6	6	6	6	6	6	
Marshall Street.....	5	22	18	135	135	270	191	167	10	270	95	41	26	69	17	5	37	1	1	1	1	1	1	1	1	1	
Morton Street.....	15	40	48	421	425	846	720	624	63	846	543	63	52	106	17	17	61	14	9	1	1	1	1	1	1	1	
Broome Street.....	3	6	6	143	144	287	219	190	10	287	171	32	23	30	8	8	34	5	1	1	1	1	1	1	1	1	
Court Street.....	2	11	11	115	120	235	163	137	69	235	74	32	27	35	30	1	32	4	1	1	1	1	1	1	1	1	
William Street.....	5	10	13	144	170	314	225	195	10	314	153	50	32	45	4	4	144	3	1	1	1	1	1	1	1	1	
Monmouth Street.....	1	27	50	780	740	1,520	1,200	1,080	171	1,520	953	171	96	117	29	86	200	26	2	2	2	2	2	2	2	2	
Lawrence Street.....	7	9	18	218	191	409	270	237	10	409	215	37	42	51	64	2	149	9	3	3	3	3	3	3	3	3	
Commerce Street.....	7	9	9	238	282	520	385	337	10	520	335	34	39	58	3	3	104	7	6	6	6	6	6	6	6	6	
Chestnut Street.....	9	9	9	335	316	651	483	423	10	651	247	25	15	3	5	..	140	11	1	1	1	1	1	1	1	1	
Chestnut Street Annex.....	2	..	..	35	16	51	83	70	10	51	25	15	3	3	3	..	15	2	1	1	1	1	1	1	1	1
Lafayette Street.....	11	33	19	327	346	673	487	423	10	673	191	32	48	105	10	10	219	9	2	2	2	2	2	2	2	2	
South Eighth Street.....	7	29	28	293	278	571	416	366	10	571	247	32	48	105	10	10	219	9	2	2	2	2	2	2	2	2	
Thirteenth Avenue.....	13	26	24	472	427	899	725	612	10	899	541	102	77	103	4	3	254	16	3	3	3	3	3	3	3	3	
Central Avenue.....	9	27	18	282	252	534	411	358	10	534	273	78	46	50	7	7	186	5	3	3	3	3	3	3	3	3	
Lock Street.....	5	4	5	141	143	284	204	174	10	284	102	47	34	32	69	4	22	146	8	3	3	3	3	3	3	3	
Warren Street.....	9	34	35	274	241	515	393	337	10	515	245	53	40	114	10	10	261	7	6	6	6	6	6	6	6	6	
Wickliffe Street.....	7	..	..	215	223	438	293	246	10	438	168	77	40	42	71	2	28	11	2	2	2	2	2	2	2	2
Summer Avenue.....	11	9	11	328	312	640	484	432	10	640	342	120	52	90	10	10	261	7	6	6	6	6	6	6	6	6	
Elliot Street.....	9	6	6	224	215	439	320	277	10	439	226	11	10	30	9	3	149	4	..	..	..	..	..	..	..	..
Ridge Street.....	4	..	..	215	215	430	320	277	10	430	226	11	10	30	9	3	149	4	..	..	..	..	..	..	..	..
Miller Street.....	8	16	15	236	215	451	361	313	10	451	178	136	39	31	83	2	105	8	3	3	3	3	3	3	3	3	
Elizabeth Avenue.....	8	30	21	192	190	382	287	241	10	382	113	112	39	72	7	7	105	6	3	3	3	3	3	3	3	3	
Charlton Street.....	1	0	68	365	310	675	503	440	10	675	330	97	34	64	140	3	87	10	2	2	2	2	2	2	2	2	
Oliver Street.....	8	23	18	213	227	440	307	272	10	440	252	42	30	78	118	3	193	14	1	1	1	1	1	1	1	1	
South Street.....	1	14	23	361	312	703	501	486	10	703	390	102	46	64	101	9	26	8	4	4	4	4	4	4	4	4	
Walnut Street.....	1	15	13	228	217	443	343	303	10	443	245	46	35	49	70	4	203	17	1	1	1	1	1	1	1	1	
Ann Street.....	1	17	16	233	248	480	379	356	10	480	252	120	61	60	102	10	203	17	1	1	1	1	1	1	1	1	
North Seventh Street.....	13	13	12	357	323	680	505	478	10	680	414	125	39	98	11	11	251	13	3	3	3	3	3	3	3	3	
Roseville Avenue.....	9	6	9	217	202	419	325	286	10	419	215	53	41	47	3	3	275	8	1	1	1	1	1	1	1	1	

South Market Street.....	8	10	19	326	249	475	379	326	10	475	233	68	59	47	68	8	7	172	8	..	4	3	2	3
South Market Street Annex	1	20	26	24	29	53	47	37	3	53	...	...	...	39	53	10	10	9	1	..	1	..	3	
Hamburg Place.....	10	34	33	321	337	658	520	472	10	658	380	94	50	39	95	10	27	11	..	20	3	5	5	
Hawkins Street.....	1	8	10	20	239	214	453	393	316	10	453	262	60	37	62	6	5	144	8	..	2	3	3	
South Tenth Street.....	1	16	45	50	515	546	1,061	782	713	10	1,061	729	92	105	81	54	24	23	250	16	3	4	3	
South Tenth Street Annex..	1	3	4	6	5	11	132	117	4	11	...	...	...	11	...	..	18	3	..	1	1	1	1	
Camden Street.....	1	16	49	47	441	501	942	767	695	10	942	611	53	63	123	24	24	30	16	..	3	6	2	
Camden Street Annex.....	1	2	2	3	65	61	126	89	74	10	126	68	9	18	7	24	1	8	2	..	6	5	10	
Waverly Avenue.....	12	28	28	308	319	627	483	435	10	627	332	47	68	78	102	19	24	22	60	13	..	3	12	
Fifteenth Avenue.....	1	11	30	428	353	781	586	522	10	781	439	50	68	94	130	24	22	60	13	..	3	12	2	
Hawthorne Avenue.....	1	2	3	67	66	133	106	88	10	133	66	27	11	10	19	19	11	2	6	5	1	6	4	
Newton Street.....	12	48	29	418	375	733	632	568	10	733	458	89	70	76	100	13	13	45	13	..	12	16	6	
Newton Street Annex.....	2	5	2	64	66	130	102	81	10	130	60	22	8	13	27	11	14	99	12	..	7	18	7	
Eighteenth Avenue.....	12	42	36	363	398	791	589	518	10	791	426	81	63	63	158	11	14	99	12	..	7	18	7	
Livingston Street.....	8	22	18	274	257	531	373	318	10	531	215	57	42	79	138	12	12	63	8	..	5	7	4	
"Franklin".....	- 9	2	1	304	296	600	451	401	10	600	317	76	46	36	125	15	15	35	9	..	4	..	14	7
Total in Primary Schools..	7	440	989	964	13,079	25,802	19,909	17,435	10	25,802	13,599	3,256	2,254	2,388	4,305	469	411	5,469	442	65	156	589	206	171
Central Ungraded.....	1	19	...	21	...	21	17	14	3	21	...	...	...	...	21	...	...	1	18	1	...	1	8	...
James Street Industrial.....	1	...	...	166	177	343	218	177	10	343	118	36	35	41	113	4	2	211	6	...	3	...	2	1
Clover Street Industrial.....	2	...	...	85	90	175	98	86	10	175	36	29	30	28	52	...	...	309	2	...	1	...	1	1
Total in Primary Grades..	7	450	1008	964	13,351	26,341	20,242	17,712	10	26,341	13,753	3,321	2,319	2,457	4,491	473	413	6,007	451	65	161	597	209	173
Total in Day Schools.....	48	622	1263	1205	17,257	34,929	27,523	24,390	10	34,974	19,347	4,110	2,903	3,256	5,983	910	817	8,275	628	88	263	884	361	300
EVENING SCHOOLS.																								
Webster Street.....	3	8	...	370	116	486	343	253	5	...	...	...	...	...	...	4	4	...	10	1	..	5	..	..
Morton Street.....	6	11	...	362	236	598	387	304	5	...	...	...	...	...	...	2	2	...	15	35	..	13	..	..
Lafayette Street.....	2	6	...	260	89	358	224	171	5	...	...	...	...	...	...	3	3	...	7	1	..	23	..	..
Central Avenue.....	2	3	...	261	85	376	217	163	5	...	...	...	...	...	...	2	2	...	7	1	..	4	..	..
South Street.....	2	3	...	124	81	205	170	139	5	...	...	...	...	...	...	2	2	...	7	1	..	4	..	..
South Market Street.....	4	4	...	282	81	363	247	171	5	...	...	...	...	...	...	8	8	...	7	..	..	24	..	..
South Tenth Street.....	3	6	...	163	70	233	186	156	5	...	...	...	...	...	...	3	3	...	7	..	..	8	..	..
Newton Street.....	1	7	...	220	112	332	259	210	5	...	...	...	...	...	...	8	8	...	24	..	..	12	..	..
Eighteenth Avenue.....	10	10	...	215	78	263	224	182	5	...	...	...	...	...	...	3	3	...	24	..	..	12	..	..
High.....	8	1	...	259	124	383	221	168	6	...	...	...	...	...	...	..	..	...	21	..	..	12	..	..
Drawing.....	8	1	...	495	190	685	530	454	7	...	...	...	...	...	...	..	..	...	21	..	..	12	..	..
Total in Evening Schools..	45	56	...	3,050	1,262	4,312	3,008	2,360	...	...	...	...	...	...	...	22	22	...	118	38	..	144	..	..

* In Normal and Training School, Normal Department, over 18, 73. † In High School, over 18, 81. ‡ In Grammar Schools, over 18, 1. § In Day Schools, over 18, 155.

RULES.

RULES OF THE BOARD OF EDUCATION.

ORGANIZATION.

1. The Board of Education shall meet on the Tuesday next succeeding the first Monday after the first day of May in each year, for the purpose of organization, at which time a President, Secretary, Assistant Secretary, City Superintendent and Superintendent of Erection and Repairs of School Houses shall be elected for the ensuing year; but should no election of officers take place at that meeting, said election shall be in order at any meeting convened thereafter.

MEETINGS.

2. Regular monthly meetings of the Board shall be held on the last Friday of each month. The hour of the meeting shall be eight o'clock P. M. during the year. At the hour appointed the roll shall be called and the names of the members then present recorded by the Secretary. The names of other members shall be recorded as they may afterwards appear. As soon as a quorum shall be present the Board shall proceed to business, and, after the organization, no member shall retire without the permission of the Chair.

3. A quorum shall consist of a majority of the Commissioners of the Board, and no resolution or order shall be adopted unless with the consent of a like number; but a less number may adjourn from time to time.

4. Special meetings may be called by the President when he shall deem it expedient, and shall be called whenever requested in writing by five members.

DUTIES OF PRESIDENT.

5. The President, or in his absence, a President *pro tem.*, shall preside at the meetings of the Board, shall preserve order and decorum, may speak to points of order, and decide all questions of order, subject to an appeal to the Board on motion of any member, regularly seconded; and no other business shall be in order until the appeal shall have been decided. He may express his opinion on any subject under debate, but in such case he shall leave the chair and not resume it while the question is pending; but he may state facts, give his opinion on questions of order, or explain his vote without leaving his seat. He shall appoint all committees, and be, *ex-officio*, a member of the same. He shall also be the executive officer of the Board, and as such, effect insurance, sign contracts and leases, and perform such other duties as the Board may prescribe.

DUTIES OF SECRETARY.

6. The Secretary shall give notice of all meetings of the Board, attend them and keep full minutes of the proceedings; notify the chairman of every special committee, stating the duties assigned and the names of his associates; keep a full account of all moneys received and expended, and a separate and detailed account with each school, and draw warrants for all payments ordered by the Board; prepare, monthly, a schedule of the names of the officers, teachers, and janitors in the schools, and the amount of salary due to each; also, quarterly, of the names of the persons to whom rent is due and the amount due to each, and transmit the same to the City Auditor of Accounts. He shall, under the direction and rules of the

Board, and of the several committees, order all supplies for the schools, and keep a duplicate of his orders, and have charge of the supplies in stock; he shall also have the custody of the records, books and papers of the Board. He shall keep his office open daily from 8 A. M. until 5 P. M. (excepting Saturdays, when the offices of the Board shall be closed at 12 M.), and perform such other duties as may be required by law or by the Board, and his compensation shall be as the Board may prescribe.

DUTIES OF ASSISTANT SECRETARY.

7. The Assistant Secretary shall assist the Secretary in the discharge of his duties. In the absence of the Secretary he shall perform the duties of that office and render such other services as the Board may require. His compensation shall be as the Board may prescribe.

DUTIES OF CITY SUPERINTENDENT.

8. The City Superintendent shall have supervision of the schools, and visit them regularly and as frequently as possible. He shall, with the Committee on Text Books, Course of Study and Examinations, have the general direction and control of all examinations, and see that the regulations of the Board in relation to the schools are carried into effect. He shall receive the reports of the principals; keep full and accurate statistics of the schools in a suitable book or books; report to the Board, monthly, the condition of the schools, with his suggestions thereon, and make the annual report to the Board required by law. He shall call and conduct, or cause to be conducted, from time to time, such meetings of the teachers as he may deem advisable, or as the Board or any Committee thereof may direct. He shall devote his whole time to the discharge of his official duties, and his compensation shall be such as the Board may prescribe.

DUTIES OF SUPERINTENDENT OF ERECTION AND REPAIRS.

9. The Superintendent of Erection and Repairs shall supervise the erection, heating, ventilation and repairs of school houses under the direction of the committees having charge of the same. He shall perform such other duties as the Board or the committees named may require. He shall also attend the meetings of the committees under whose direction he discharges the duties of his office, including the Committee on Finance, to explain bills coming under his supervision; report daily at the office of the Board, and remain there when not elsewhere employed. His compensation shall be as the Board may prescribe.

STANDING COMMITTEES.

10. The Standing Committees for the year shall be as follows:

1. Committee on Finance, seven members.
2. Committee on School Houses, seven members.
3. Committee on Repairs, seven members.
4. Committee on Heating and Ventilating, seven members.
5. Committee on Teachers, seven members.
6. Committee on Normal and Training and High Schools, seven members.
7. Committee on Evening Schools, seven members.
8. Committee on Text Books, Course of Study and Examinations, seven members.
9. Committee on Furniture and Supplies, seven members.
10. Committee on Sanitary Regulations, seven members.
11. THE COMMITTEE ON FINANCE shall present to the Board, annually, at the time prescribed by law, an estimate

of the amount of money required for the support of the public schools during the year, specifying, as provided in Title V. of the Charter of the City of Newark, the several sums for each branch of expenditure, and apportion the actual amounts appropriated for the use of this Board as soon as possible after such appropriation; supervise and examine the accounts of receipts and disbursements in the Secretary's office, and report to the Board at each regular meeting the amounts received and expended under each branch of the expenditure from the commencement of the fiscal year. Also, in case of necessity, after consultation with the committees interested, they shall readjust and reapportion the allotments to the several branches of expenditure, and report the same to the Board; and report from time to time on the character and propriety of all additional or extraordinary expenditures, and have general charge and supervision of all the financial affairs of the Board. They shall also receive and examine all bills and accounts referred to them by the Board, and if satisfied of their correctness, shall so certify thereon, and return the same to the Board at their next regular meeting after such reference unless required by the Board to report thereon sooner, and shall audit and approve, before payment, the pay and rent rolls. They shall also examine into all controverted claims and report thereon to the Board.

12. THE COMMITTEE ON SCHOOL HOUSES shall have supervision of school sites and buildings; recommend appropriate sites for school houses; prepare and submit to the Board plans and specifications for the erection of such houses, extensions or additions as shall be ordered by the Board, and cause all contracts for the performance of the work to be duly executed, heating and ventilating methods included.

13. THE COMMITTEE ON REPAIRS shall have supervision and charge for all ordinary repairs; shall visit and

examine the school houses and report to the Board at the regular meeting in June the condition and wants of each for the ensuing year, with estimates of the expenditures necessary to meet the same. They shall submit plans and specifications for any extraordinary repairs, and, under the direction of the Board, cause all contracts therefor to be properly executed.

14. THE COMMITTEE ON HEATING AND VENTILATING shall, under the direction of the Board, have charge and control of all heating and ventilating apparatus and appliances for the schools. They shall, by contract or otherwise, cause the same to be cleaned, repaired and refitted and supply the necessary fuel. They shall, on the recommendation of Commissioners, examine all candidates for positions as janitors, and recommend to the Board for appointment such as they deem qualified, and determine the salaries to be paid. They shall prescribe the duties of janitors, and publish directions for their government, and for cause may recommend to the Board their discharge, of which recommendation they shall give notice to the proper Commissioners. If a vacancy occurs between the meetings of the Board the Chairman of the Committee shall have power to temporarily appoint janitors, and the Chairman may, upon the recommendation of the Commissioners, in emergency, suspend a janitor until the case shall be acted upon by the Committee and the Board.

15. THE COMMITTEE ON TEACHERS shall, with the City Superintendent, examine all applicants for positions as teachers in the Kindergarten, Primary and Grammar Schools, and recommend to the Board such as they deem qualified. With the City Superintendent they may temporarily employ and determine the grade of teachers in such schools, but temporary appointments shall be submitted to the Board for approval or rejection at its next meeting. They shall determine the salaries for teachers

in schools under their supervision and report the same to the Board for its approval. They shall investigate all complaints made against teachers, and report thereon to the Board whenever required; and with the sanction of the President, may, in emergency, suspend a teacher until the case shall have been acted upon by the Board. In cases of suspension, a written statement of facts upon which suspension is based shall be filed in the office of the City Superintendent for the information of the Commissioners. They shall perform such other duties as may be prescribed by the regulations or directed by the Board.

16. THE COMMITTEE ON NORMAL AND TRAINING AND HIGH SCHOOLS shall have supervision of such schools. They shall, with the City Superintendent, examine all applicants for positions as teachers in such schools, and shall recommend to the Board such as they deem qualified. They shall determine the salaries of teachers in Normal and Training and High Schools, and report the same to the Board for its approval. They shall, also, from time to time, recommend such regulations for the management of these schools as they may deem advisable. They shall exercise supervision and perform duties with reference to the schools and teachers under their care in all respects similar to those required of the Committee on Teachers toward the other schools and teachers of the city, as specified in Rule 15.

17. THE COMMITTEE ON EVENING AND DRAWING SCHOOLS shall have the supervision of such schools. They shall, with the City Superintendent, examine all applicants for positions as teachers in such schools, and recommend to the Board such as they deem qualified. They shall also, from time to time, recommend such regulations for their management as they may deem advisable, and by personal inspection and examination acquaint themselves with their condition and report thereon to the

Board. They shall exercise supervision and perform duties regarding the Evening and Drawing Schools and the teachers therein similar in all respects to those required of the Committee on Teachers towards the schools under their care, as specified in Rule 15.

18. THE COMMITTEE ON TEXT BOOKS, COURSE OF STUDY AND EXAMINATIONS shall, from time to time, recommend to the Board such school books, maps, globes, charts and illustrative apparatus as they may think best adapted to the wants of the schools but no vote shall be taken upon such recommendation until one month has elapsed, and no text book intended to supersede one in use shall be introduced except at the commencement of a term. They shall contract for such supplies, for books, maps and stationery, superintend the printing of all reports, documents, blank forms, etc., that may be especially ordered by the Board, or required in the transactions of the current business of the schools, and provide for their regular delivery by the contractor to the Secretary of the Board ; and they shall have charge of the course of study in all the schools, and from time to time recommend such alterations and revisions thereof as they may deem proper. They shall also direct and, with the Superintendent, prescribe the times and rules for all examinations which may be ordered by the Board.

19. THE COMMITTEE ON SCHOOL FURNITURE AND SUPPLIES shall, under the direction of the Board, provide the school furniture and all miscellaneous articles not specified in the rules defining the duties of other committees.

20. THE COMMITTEE ON SANITARY REGULATIONS shall have supervision of the sanitary conditions of the schools and their surroundings, and from time to time recommend such measures as they may deem necessary for the

prevention of disease and for the promotion of the health of the pupils and teachers.

21. All committees shall discharge their duties without special direction of the Board, where the power is expressly given ; but no action of a committee shall be binding until reported to and approved by the Board. No member of the Board shall be interested in or derive pecuniary benefit, directly or indirectly, from any contract, agreement or purchase made by or for any Committee of the Board. Every report shall be signed by a majority of the committee, and shall contain a statement of facts, with their opinion in writing. No report shall be made by a committee unless the subject thereof shall have been considered at a meeting of which the members have been notified. When such report is made, a minority of the committee may also present their views in writing.

RULES OF ORDER.

22. The regular order of business at the meetings of the Board shall be as follows:

1. Calling the roll.
2. Reading the minutes.
3. Reception of Petitions and Memorials.
4. Presentation of Bills and Claims.
5. Reports of Standing Committees.
6. Reports of Special Committees.
7. Notices and Resolutions.
8. Unfinished Business.
9. Miscellaneous Business.

The order of business or any rule of the Board may be suspended temporarily at any meeting by a vote of two-thirds of the members present.

23. All motions and resolutions, for the consideration of the Board, shall be seconded, and if required by the President or any member of the Board, reduced to

writing; and when any such motion or resolution shall have been stated by the Chair or read by the Secretary, it shall be deemed to be in possession of the Board.

24. It shall be in order for a member at any time, when the attention of the Board is not occupied with other business, to make inquiries in regard to any subject connected with the affairs of the Board, and to receive answers thereto; but he shall not be permitted to make the subject of inquiry a matter of debate, except on a motion made and seconded at an appropriate time in the order of business. Such inquiry shall in all cases be addressed to the Chair, and the reply made by him or by the member specially directed by him to reply. No member shall interrupt another in possession of the floor without his consent, nor then, except to correct a misapprehension or a misrepresentation.

25. No member shall speak more than twice on the same question at any meeting except by general consent; nor shall a member occupy the floor more than ten minutes at one time without like consent.

26. If any member, in speaking, shall transgress the rules of the Board, the President or any member may call him to order, in which case the member shall resume his seat, and on the point of order being stated, the Chair shall decide the same without debate; but such decision may be appealed from, in which case the Board shall decide.

27. When a question is under debate, no motion shall be received, except—

To adjourn.

To lay on the table.

The previous question.

To commit.

To postpone indefinitely.

To postpone to a certain time.

To amend.

which motion shall have precedence in the order named. A motion to adjourn, to lay on the table, or for the previous question shall be decided without debate.

28. The previous question may be demanded by one-third of the members present, and shall be in this form: "Shall the main question be now put?" and its effect shall be to end debate and bring the Board to a direct vote, first upon amendments, if any, and then upon the main question.

29. The yeas and nays shall be ordered on any question on demand of one member. Every member present shall vote when his name is called, if required by the President or any other member, and the names of members refusing to vote on any resolution shall be recorded as voting in the negative.

30. No reconsideration shall be had except upon the motion of a member who voted with the majority, not later than the second regular meeting after the original vote was taken, nor by less than sixteen votes.

31. The Board may form itself into a Committee of the Whole, which shall be governed by the Rules of the Board, so far as applicable, and a motion for the committee to rise may be made by any member at any time.

32. In other respects, the proceedings of the Board shall be conducted according to the usual rules of parliamentary law, for which rules "Cushing's Law and Practice of Legislative Assemblies" shall be accepted as authority. |

REGULATIONS.

REGULATIONS

FOR THE

GOVERNMENT OF THE SCHOOLS.

I.—SYSTEM AND GRADE.

I.—ESTABLISHED.

The schools under the government of the Board shall be graded and classified as follows:

Kindergarten,
Primary and Grammar,
High,
Normal,

which shall be open for the instruction of pupils of both sexes, to be classed separately or in mixed classes, as the Board may from time to time determine.

PRIMARY SCHOOLS.

The Primary Course shall comprise instruction in orthography, reading, language lessons, writing, arithmetic, geography, drawing and vocal music. No pupil shall be admitted under five years of age.

GRAMMAR SCHOOLS.

The Grammar Course shall comprise, in addition to the instruction prescribed for the Primary Course, grammar, history, composition and declamation.

No pupil shall be admitted to a grammar school without a certificate of graduation from a primary school, or, if the applicant has not been in attendance at a primary school, upon personal examination by the principal of such grammar school; but should any primary school be insufficient to accommodate the children entitled to and applying for admission, while there is room for more pupils in the grammar department, the Commissioners of the ward may admit pupils of a lower grade into the grammar department; and should the reverse be the case, the vacancies may be filled by keeping the pupils longer in the primary school, the studies pursued determining the grade of the class.

Certificates of graduation shall be presented at the close of the school year to such pupils as shall merit the same.

HIGH SCHOOL.

The High School shall comprise a male and female department, and shall be under the general government of a male principal, with male assistants for the male department, and a female vice-principal, with female assistants, for the female department.

The High School Course shall comprise, in addition to the instruction prescribed for the Grammar Course, the elements of chemistry, physiology, astronomy, algebra, book-keeping, geometry, geology, drawing and such other branches, including Latin, Greek, German and French languages, and the higher mathematics, as the Board shall prescribe. Attention shall also be paid to gymnastic exercises for the development and health of the pupils. The introduction and

continuance of any study prescribed shall be discretionary with the Committee on Normal and Training and High Schools, in conjunction with the President and City Superintendent.

No pupil shall be admitted under the age of eleven years, nor without a certificate of graduation from a grammar school, or, if the applicant has not been in attendance at a grammar school, upon an examination equivalent to that to which the pupils of the grammar schools are subjected for graduation. The Colored School in its relation to the High School, as to candidates for admission thereto, shall rank as a grammar school.

Special examinations may be held, and pupils qualified for admission at that stage of the course received, at the commencement of any term. Those from the grammar school shall have the preference.

The Committee on Normal and Training and High Schools, with the City Superintendent, may, at their discretion, readmit pupils who may have lost their membership by absence.

Certificates of graduation shall be presented at the close of the school year to such pupils as shall merit the same.

NORMAL AND TRAINING SCHOOL.

A Normal and Training School, for the training and education of teachers, shall be maintained in the Training School building, under a principal and such assistants as may be necessary. It shall consist of two grades, requiring two years to complete the course of study, and shall be conducted in all respects as a model school. Pupils shall spend at least eight

weeks of the Normal School year in the Training School, and, under the direction of a regular teacher, conduct class exercises, and while thus engaged shall be subject to the same direction of the principal of the Training School as his assistants.

No pupil shall be admitted without a certificate of graduation from the High School, or, if the applicant has not been in attendance at the High School, upon an examination equivalent to that to which the pupils of the High School are subjected for graduation. Non-residents, upon payment of such tuition fee as shall be established by the Board, may be admitted, under the direction of the Committee on Normal and Training and High Schools. All pupils upon entering the school will be required to sign a written declaration of intention to teach in the schools of this city, if desired.

The President of the Board shall, after the examination and on the recommendation of the Committee on Normal and Training and High Schools and the City Superintendent, grant diplomas of graduation, which shall also be certificates of qualification to teach.

The Board shall designate one of the public schools to be used for a training or practice school for the pupils of the Normal School.

2. DISCRETIONARY.

In addition to the regular graded schools, the Board may, at its discretion, establish and maintain—

Intermediate Schools,
Evening Schools,
Industrial Schools,
Colored Schools.

INTERMEDIATE SCHOOLS.

The intermediate schools shall consist of the primary grades, together with the sixth and fifth grades, grammar department, and a certificate shall be given to any graduate from such schools, which shall admit such graduates to the grammar school of the grammar school district in which he resides.

EVENING SCHOOLS.

Evening schools shall be provided during such portion of the year as the Board may direct, for the instruction of persons unable to attend schools during the day, wherein may be taught the studies prescribed for the grammar schools, with the addition of book-keeping and mechanical drawing, at the discretion of the City Superintendent. The terms and conditions of admission shall be prescribed by the Board, but no pupil shall be admitted under twelve years of age.

INDUSTRIAL SCHOOLS.

Industrial schools shall be for the instruction of poor and destitute children in primary studies, and such industrial pursuits as may be deemed expedient; but no expenditure shall be made by the Board for such schools, except for educational purposes, nor shall the Board pay more than two hundred dollars per annum on account of rent for any such school.

. COLORED SCHOOLS.

The colored schools shall be for the special accommodation of colored children, who shall be admitted on application to the principals, and the said schools shall be conducted in conformity with the regulations of the Board, so far as the same are applicable.

II.—TERMS AND VACATIONS.

I. TERMS.

The school year shall commence on the second Monday in September, and terminate on the Friday next preceding the fourth day of July, and be divided into three terms, ending respectively on the Friday next preceding Christmas, the Friday next preceding the first day of April, and the Friday next preceding the fourth day of July.

2. VACATIONS.

The vacations shall be from Christmas to New Year's Day inclusive, one week which shall include the first day of April, and all legal holidays. When any holiday shall occur on Thursday, the schools shall also be closed on the following Friday. At no other time shall the schools be closed, except by resolution of the Board, or by special consent of the President or the City Superintendent of Schools.

III.—SESSIONS.

I. PRIMARY, GRAMMAR AND NORMAL SCHOOLS.

The schools shall be open during the regular terms, five days in each week, from Monday to Friday inclusive; and there shall be two sessions daily—a morning session, from 9 A. M. to 11.45 A. M., with a recess as directed by the City Superintendent, and an afternoon session, from 1.30 P. M. to 3.30 P. M., with calisthenic exercises in the school room near the middle of the session. In the first grade of the primary depart-

ments an afternoon recess of ten minutes, to be supervised by the assistants of that grade, may be given, at the discretion of the City Superintendent and the principal of the school.

The Committee on Teachers may, at its discretion, authorize in such schools of the city, wherever it may seem advisable, the holding of a morning session from 9 to 11.45 A. M., with the usual recess, and an afternoon session from 1.15 to 3.30 P. M.

2. HIGH SCHOOL AND COLORED SCHOOL.

In the High School and Colored School, at the discretion of the City Superintendent, the noon intermission may be reduced to half an hour, and the school may be dismissed at 2.30 P. M.

3. INDUSTRIAL SCHOOLS.

In the Industrial Schools, at the discretion of the City Superintendent, the noon intermission may be reduced to one hour, and the school dismissed at 3 P. M.

4. SINGLE SESSIONS.

Upon extremely stormy days the pupils of the first and second grades, primary department, may be excused by the principal from returning to school in the afternoon. The principal shall promptly notify the City Superintendent of such action.

5. EVENING SCHOOLS.

The evening schools, during their continuance, shall be open four evenings in each week—Monday, Tuesday, Thursday and Friday. The session shall commence at 7.30 P. M. and close at 9.30 P. M.

IV.—OPENING AND CLOSING EXERCISES.

The morning sessions of the schools shall be opened, and the sessions of the evening schools shall be closed, with the reading of a portion of the Holy Scriptures, without comment, and repeating the Lord's Prayer. Vocal music, at the discretion of the principal, may be added to these exercises, but together they shall occupy no more than fifteen minutes.

V.—PUPILS.

1. ADMISSION.

(a) *Sanitary Condition*.—Successful vaccination or a former attack of smallpox shall be a condition of admission to any school, and the certificate of a physician shall be necessary as to either before enrollment; but where insusceptibility to the vaccine virus shall be claimed or reasonably demonstrated to the satisfaction of the Sanitary Committee, such children may be admitted to school under such provisions and restrictions as the said Committee may decide upon in each individual case.

Teachers and pupils residing in a house where infectious or contagious disease exists, shall be immediately suspended from school, and shall not be readmitted except upon a certificate from the Board of Health that all danger of contagion is passed.

(b) *Personal*.—No pupil shall be admitted into any school or received in any class unless personally clean; nor shall any child notoriously vicious, or having such previous record in school as warrants his exclusion, be admitted to any school.

2. ATTENDANCE AND PERMITS.

All children shall attend the schools of the district in which they reside, unless for special reasons the Committee on Permits shall give a written permit to attend elsewhere.

All applications for permits must be presented in writing to the Committee at the rooms of the Board of Education, stating the reasons therefor, and if granted shall be kept on file in the office of the principal of the school until the close of the school year, and no permit shall extend beyond the school year.

Children in the eighth grade in any grammar school, removing from a district, may complete their course in the school in which they have been attending without special permission, unless their places are required for the accommodation of children residing in such district.

The Committee on Permits shall consist of the President of the Board, the Chairman of the Committee on Teachers and the City Superintendent.

3. RECEPTION AND CLASSIFICATION.

Every pupil, on entering school, shall be assigned to a class of the grade which examination shall show him prepared to enter.

No greater number of pupils shall be assigned to any class room than there are regular seats in such class room.

No grammar class shall have less than forty pupils, except the eighth grade, where the minimum shall be thirty.

4. ABSENTEES.

(a) *Notification of Parents.*—When any pupil shall have been absent from school two consecutive days, the principal or class teacher shall personally inform the parents or guardian of the fact, unless the principal has satisfactory information that the parent has knowledge of such absence. No pupil shall, under any circumstances whatever, be sent by any teacher to ascertain the cause of any other pupil's absence from school.

(b) *Suspension.*—Any pupil who shall have been absent ten days (or evenings in the evening school), during the term, may be suspended from school during the remainder of the term, unless it shall be shown to the satisfaction of the principal that the pupil has been sick, or has been detained by sickness in his or her family.

5. INSTRUCTION.

(a) *School room.*—The course of study and the methods of teaching shall be as prescribed by the Board in the published Manual of Instruction, with such variations therefrom as the City Superintendent may, in his discretion, order in any school or class.

(b) *Preparations of lessons out of school.*—No pupil of a grade lower than the sixth shall be required to prepare any lesson out of school.

No pupil of the sixth or any higher grade shall be required to prepare more than one lesson out of school; nor shall any pupil take any book or slate from a school building except for such preparation.

6. DISCIPLINE.

(a) *Detention*.—Pupils deficient in lessons, disorderly, or tardy, may be detained, not to exceed one hour, after the dismissal of school in the afternoon, under the personal supervision of their respective teachers; but no pupil shall be deprived of recess or noon intermission.

(b) *Suspension*.—Principals shall have power to suspend for gross offences, but every suspension shall be reported without delay to the Commissioners of the ward in which the school is located, and also (except in case of permits) to the Commissioners of the ward of which the pupil is a resident, who shall investigate the facts and confirm or annul the suspension. Suspension from the High School or evening schools shall be reported without delay to the standing committees on such schools respectively, who shall investigate the facts and confirm or annul the suspension.

7. RECORDS.

Records of attendance, scholarship and deportment shall be kept in all the schools in the class rooms, in a manner prescribed by the Board, which shall be uniform in all the schools of the same grade.

8. CERTIFICATES.

Monthly certificates of merit shall be awarded to pupils in the primary and grammar schools whose attendance, punctuality, scholarship and deportment shall entitle them to the same.

9. TESTIMONIALS.

Testimonials for distinguished merit shall be awarded annually in all the schools to pupils whose attendance, punctuality, scholarship and deportment shall entitle them to the same.

10. BASIS AND ALLOWANCES.

The percentages and other requisites to obtain certificates or testimonials shall be fixed by the Board and communicated to teachers by the City Superintendent in "Instructions," to be furnished by him to principals. For any extremely stormy or inclement day, the President of the Board and City Superintendent may order marks for absence to be canceled in all the schools, which orders shall be published in two of the newspapers of the city on the Saturday next succeeding the making of the same.

11. BOOKS AND STATIONERY.

(a) *Supply*.—Books, stationery and other articles needed in the school room shall be furnished without cost to the pupils, but articles destroyed or damaged must be replaced

(b) *Damages*.—Any injury by a pupil to books or school articles, or to the furniture or building, shall be paid for by the parent or guardian, in accordance with a bill to be rendered by the principal. In case payment be refused, the pupil shall be suspended, as provided in sub-division "C," under the head of "Discipline."

VI. TEACHERS.

1. RANK AND DESIGNATION.

The teachers shall rank, and in all records and schedules of the Board, be designated as—

Principals,
Vice-Principals,
Head Assistants,
First Assistants,
Assistants.

2. RELATIONS AND DUTIES.

PRINCIPALS.

(a) *Reports.*—Principals shall be immediately responsible to the City Superintendent, to whom they shall make the reports prescribed in these regulations, or which may be required by him from time to time for his information, and shall meet with him for conference as often as he may deem necessary.

They shall see that the school registers are kept carefully and accurately, make requisitions for all school supplies, which requisitions shall be approved by the City Superintendent, and keep in their offices for inspection such records and file, and make such reports and returns to the Secretary of the Board as are prescribed in these regulations or may be required by the Board.

(b) *Authority.*—Principals shall have charge and control of their schools, school buildings and property; the reception and classification of pupils and their instruction and discipline; and shall, when not

in charge of regular classes, teach an average of two hours each day.

They shall have the direction and control of vice-principals and assistants in the management of their departments and classes, and may require them to remain after school hours, not to exceed once in each week, for instruction and conference.

They shall personally direct the janitors in the performance of their duties, as the same may be prescribed, and report any neglect thereof to the committee.

(c) *Care of Property.*—They shall have personal care of all school property, books and apparatus, protect the same so far as possible from mutilation and injury, render the bills and enforce the collections and penalties prescribed by the Board for the same, render account and make return annually of the sums collected pursuant thereto.

They shall remain in the city during the last week of the summer vacation and personally supervise the cleaning and preparation of the school houses and class rooms, and see that the same, and the furniture and apparatus, are in all respects arranged and in order before the opening of the new session.

(d) *Reception of Visitors.*—They shall receive all visitors and afford them proper accommodation and facilities for seeing school work, but with such limitations as shall prevent annoyance or interruption to teachers of classes.

They shall not permit any person to visit the school for the purpose of commending or exhibiting any book or other article, nor shall they distribute circulars, tickets or advertisements, or give notice to the

pupils under their charge of any exhibition or business, or permit the same to be done on the school premises.

VICE-PRINCIPALS.

Vice-principals shall have general charge of the floor or department with which they are connected, and shall transmit in detail to the assistants of their grade all directions of the principals.

In the absence of the principal, the vice-principal of the highest grade, or should there be no vice-principal, the senior assistant of the highest grade shall assume his station and duties.

Every vice-principal shall also have charge of a regular class of the highest grade of her department, and conduct and make the reports concerning the same prescribed in the regulations for assistants.

ASSISTANTS.

Assistants shall, under the direction of the principal, personally instruct the pupils assigned to them in accordance with the Manual of Instruction; keep records of attendance, scholarship and deportment; have charge of the school room property, and protect them from injury or mutilation as far as possible, and report any injuries to the same; enforce order and discipline in the classes, so far as possible without appeal to the principal, and render to him such assistance in the halls, courts and yards pertaining to the school buildings, at the opening, recess, intermission and dismissal, as he may deem necessary.

3. APPEALS.

In case of dispute or question as to the propriety of duties which vice-principals or assistants may be called upon by principals to perform, appeal may be made to the City Superintendent, which appeal shall be in writing.

4. ATTENDANCE.

(a) *Hours*.—All teachers shall be in attendance at their stations or class rooms, and prepare for duty, fifteen minutes before the opening of the school session, and the school hours shall be devoted to the interests of the Board, to the exclusion of any other employment, study or pursuit.

(b) *Register*.—Principals shall keep an accurate register of the attendance, absence and tardiness of all the teachers of their schools, and the time lost thereby in each instance, and report the same annually to the City Superintendent; the absence under the heads "with permission" and "without permission;" the tardiness under the heads "excused" and "not excused." Teachers shall mark their time according to the school clock, as regulated by the principal.

(c) *Tardiness*.—As often as the "unexcused" tardy marks of the teacher shall amount to five, principals shall make special report of the same to the City Superintendent.

(d) *Visiting for Instruction*.—Teachers may visit schools other than their own, during school hours, whenever the City Superintendent shall permit or direct such visitation for the instruction of the teacher, and shall make report of the same to the principal.

5. SALARIES.

(a) *Schedules*.—The salaries of all teachers shall be in accordance with the schedules that may be prescribed by the Board, which schedules shall provide for an annual increase through a term of years to a maximum. No schedule shall be changed except at the commencement of the school year.

(b) *Increase*.—The annual increase in teachers' salaries shall be determined by the date of original appointment. Promotions of assistant teachers shall be regarded as new appointments, provided that no promotion shall work a decrease or prevent the increase of salary by reason of term of service.

(c) *Payments and Deductions*.—Salaries shall be paid monthly, beginning with the month of September and ending with June, making ten payments each year. The salary of any teacher entering or leaving the employ of the Board between any two payments shall be in proportion to the salary for that period which the number of days of actual service bears to the whole number of school days in such period, and all deductions from salaries on account of absence shall be upon the same basis.

(d) *Absence*.—Teachers absent on account of sickness (whenever such absence does not exceed fifteen days in any one month) shall forfeit the pay of their substitutes. For absence more than fifteen days, but not exceeding thirty consecutive school days, the Committee on Teachers may grant salary, less substitutes' pay, at its discretion. If the time of such absence exceeds fifteen days in any one month, the salaries of such teachers shall be deducted for the time, and the Secretary shall pay the substitute as required.

(e) *Forfeiture*.—Teachers absent from school duty, except on account of sickness, shall forfeit their salary during absence; five tardy marks, “unexcused,” shall count as one-half day’s absence, and a corresponding deduction be made at the next payment.

(f) *Relief*.—Appeal for relief from any such forfeiture or loss may be made to the Committee on Teachers, who may, at its discretion, relieve therefrom, provided, that no teacher shall receive any such relief for absence for more than thirty consecutive school days.

(g) *Engagements*.—All engagements of teachers shall be made with reference to the “school year.” No teacher shall be connected with any organization or engage in any business, which, in the opinion of the Board, may interfere with the proper discharge of the duties prescribed by these regulations.

(h) *Resignation*.—Teachers shall give one month’s notice of intention to resign. In default of the same, they shall forfeit one month’s salary.

6. SUBSTITUTES.

(a) *Appointment*.—Teachers detained from school shall immediately notify the principal, who shall, when such absence exceeds one day, notify the City Superintendent who may appoint substitutes to discharge their duties during such absence.

(b) *Pay*.—The pay of substitutes shall be, in the High School, male, \$4.00, and female, \$2.50 per day; in the grammar classes, male, \$3.00 per day; in the grammar and primary classes, females, \$1.50 per day; and in the evening schools, the salary of regular teacher.

VII.—TEACHERS' MEETINGS.

Meetings of all the teachers of the public schools and of the various grades and classes of such teachers shall be held from time to time at the call and under the direction of the City Superintendent. It shall be the duty of all teachers to attend such meetings when called, unless excused by the City Superintendent.

VIII.—BUILDINGS.

1. USE.

The school houses shall be used for no other purposes than such as are immediately connected with the system of public instruction, and during the school hours mentioned in these regulations, unless by special permission of the Board.

2. INSURANCE.

The buildings, furniture, libraries, and school apparatus shall be kept insured for such amounts as the President may deem reasonable or the Board may direct.

3. CARE.

All school buildings shall be opened and closed by and in the care of janitors. They shall perform such duties as the Committee on Heating shall direct, and their compensation therefor shall be as the Board may prescribe.

IX.—SCHOOL DISTRICTS.

The schools may be designated by the names of the streets on which they are located. Their school districts shall be as follows:

PRIMARY SCHOOL DISTRICT BOUNDARIES.

NORMAL AND TRAINING.

TRAINING DEPARTMENT.

Beginning at Broad street, Market street, Springfield avenue, High street, Bleecker street, Halsey street, Central avenue, Broad street to Market street.

BURNET STREET.

Beginning at the Passaic river, M. & E. R. R. avenue, Boyden street, Sussex avenue, Summit street, Bleecker street (not including said street to High street only), Halsey street, Central avenue, Broad street, Rector street to the Passaic river.

STATE STREET.

Beginning at the Passaic river, M. & E. R. R. avenue, Eighth avenue (both sides), Clifton avenue (both sides), Seventh avenue, Belleville avenue, Broad street, Clay street, Ogden street, Carlisle place to the Passaic river.

WEBSTER STREET.

Beginning at the Passaic river, Carlisle place, Ogden street, Clay street, Broad street, Belleville avenue, Seventh avenue, Clifton avenue (both sides), Sixth avenue (both sides), Stone street, Crane street (both sides), Summer avenue, Fourth avenue to the Passaic river.

WASHINGTON STREET.

Beginning at Broad street, Market street, Springfield avenue, High street (both sides), Clinton avenue, Broad street to Market street.

MORTON STREET.

Beginning at High street, West Kinney street (both sides), Belmont avenue, Springfield avenue, Rankin street, South Orange avenue, Springfield avenue, High street (not including said street) to West Kinney street.

MONMOUTH STREET.

Beginning at High street, Clinton avenue, Somerset street, Waverly place, Barclay street, Spruce street, Charlton street, Montgomery street, Belmont avenue, West Kinney street (not including said street), High street (not including said street) to Clinton avenue.

LAWRENCE STREET.

Beginning at the Passaic river, Rector street, Broad street, Green street (not including said street), N. J. R. R. avenue to the Passaic river.

CHESTNUT STREET.

Beginning at N. J. R. R. avenue, Wright street, Broad street, Murray street, Clinton avenue, Broad street, Green street (both sides), N. J. R. R. avenue to Wright street.

LAFAYETTE STREET.

Beginning at the Passaic river, N. J. R. R. avenue, Elm street, Madison street, Lafayette street (both sides), Jackson street (both sides) to the Passaic river.

SOUTH EIGHTH STREET.

Beginning at the western city line, Ninth avenue, Warren street, Dickerson street, Second street, Warren street, Littleton avenue, South Orange avenue, South Eighteenth street, Eleventh avenue to the western city line.

THIRTEENTH AVENUE.

Beginning at High street, Springfield avenue, South Orange avenue, Wallace street, Bank street, High street to Springfield avenue.

BRUCE STREET.

Beginning at South Orange avenue, Wallace street, Wallace place, Warren street, Littleton avenue, Thirteenth avenue, Morris avenue (both sides), South Orange avenue to Wallace street.

CENTRAL AVENUE.

Beginning at Summit street, Bleecker street (not including said street), Lock street, New street, the Morris canal, Central avenue, Second street, M. & E. R. R. avenue, Boyden street, Sussex avenue, Summit street to Bleecker street.

WARREN STREET.

Beginning at High street, Bank street, Wallace street, Wallace place, Warren street, Second street, Central avenue, the Morris canal, New street, Lock street, Bleecker street (both sides), High street to Bank street.

SUMMER AVENUE.

Beginning at the Passaic river, Fourth avenue, Bloomfield avenue, the Morris canal, Chester avenue to the Passaic river.

ELLIOT STREET.

Beginning at the Passaic river, Chester avenue, Mt. Prospect avenue to the Second river.

RIDGE STREET.

Beginning at the Second river, Mt. Prospect avenue, Chester avenue, the Morris canal, Old Bloomfield road to the northern city line.

MILLER STREET.

Beginning at N. J. R. R. avenue, Poinier street (not including said street), Elizabeth avenue, thence in a direct westerly line to Milford avenue (both sides), Clinton avenue (both sides), Stratford place (both sides), Avon avenue, Clinton avenue, Murray street, Broad street, Wright street, N. J. R. R. avenue to Poinier street.

ELIZABETH AVENUE.

Beginning at the southern city line, N. J. R. R. avenue, Poinier street (both sides), Elizabeth avenue, thence in a direct westerly line to Milford avenue (not including said avenue), Clinton avenue (not including said avenue), Stratford place (not including said place), Avon avenue, Bergen street (not including said street), Madison avenue, Chadwick avenue to the southern city line).

CHARLTON STREET.

Beginning at Avon avenue, Belmont avenue, Montgomery street, Charlton street, Spruce street, Barclay street, Waverly place, Somerset street, Avon avenue to Belmont avenue.

OLIVER STREET.

Beginning at N. J. R. R. avenue, Walnut street, McWhorter street, Garden street, Pacific street, Nichols street, Jefferson street, Malvern street, Pacific street, Johnson street (not including said street), N. J. R. R. avenue to Walnut street.

SOUTH STREET.

Beginning at the southern city line, N. J. R. R. avenue, Johnson street (both sides), Pacific street, Malvern street, Van Buren street, South street, Avenue G to the southern city line.

WALNUT STREET.

Beginning at N. J. R. R. avenue, Elm street, Madison street, Lafayette street (not including said street), Van Buren street, Elm street, Sandford street, Oliver street, Van Buren street, Malvern street, Jefferson street, Nichols street, Pacific street, Garden street, McWhorter street, Walnut street, N. J. R. R. avenue to Elm street.

ANN STREET.

Beginning at the southern city line, Avenue G, South street, Van Buren street, Oliver street, Sandford street, Elm street, Lang street, Hamburg place, Bremen street, Niagara street, Komorn street, Magazine street, Avenue L, Hamburg place to the Newark bay.

NORTH SEVENTH STREET.

Beginning at the western city line, Old Bloomfield road, the Morris canal, M. & E. R. R. avenue to the western city line.

ROSEVILLE AVENUE.

Beginning at the western city line, M. & E. R. R. avenue, Second street, Dickerson street, Warren street, Ninth avenue to the western city line.

SOUTH MARKET STREET.

Beginning at the Passaic river, Jackson street (not including said street), N. & N. Y. R. R., Chambers street, Ferry street, Niagara street, Komorn street, N. & N. Y. R. R., Ferry street, Lexington street to the Passaic river.

HAMBURG PLACE.

Beginning at Jackson street, N. & N. Y. R. R., Chambers street, Ferry street, Niagara street, Bremen street, Hamburg place, Lang street, Elm street, Van Buren street, Lafayette street, Jackson street (not including said street) to N. & N. Y. R. R.

HAWKINS STREET.

Beginning at the Passaic river, Lexington street, Ferry street, N. & N. Y. R. R., Komorn street, Magazine street, Avenue L, Hamburg place to Newark bay.

SOUTH TENTH STREET.

Beginning at Avon avenue, South Tenth street (both sides), Springfield avenue (both sides), South Sixth street (both sides), South Orange avenue, South Eleventh street (not including said street), Springfield avenue (both sides) South Fourteenth street, Avon avenue to South Tenth street.

CAMDEN STREET.

Beginning at Springfield avenue, South Sixth street (not including said street), South Orange avenue, Littleton avenue, Thirteenth avenue, Morris avenue (not including said avenue), Springfield avenue (both sides) to South Sixth street.

WAVERLY AVENUE.

Beginning at Madison avenue, South Tenth street (not including said street), Springfield avenue (not including said avenue), Hunterdon street (both sides), Avon avenue, Bergen street (both sides), Madison avenue to South Tenth street.

FIFTEENTH AVENUE.

Beginning at the western city line, Eleventh avenue, South Eighteenth street, South Orange avenue, South Eleventh street (both sides), Springfield avenue (not including said avenue), South Fourteenth street, Avon avenue to the western city line.

HAWTHORNE AVENUE.

Beginning at the western city line, Avon avenue, South Tenth street, Madison avenue, Chadwick avenue, Clinton township line, thence following the course of said line to the western city line.

NEWTON STREET.

Beginning at Rankin street, South Orange avenue, Morris avenue (both sides), Springfield avenue, Rankin street to South Orange avenue.

EIGHTEENTH AVENUE.

Beginning at Avon avenue, Hunterdon street (not including said street), Springfield avenue, Belmont avenue, Avon avenue to Hunterdon street.

"FRANKLIN."

Beginning at the Morris canal, Bloomfield avenue, Fourth avenue, Summer avenue, Crane street (not including said street), Stone street, Sixth avenue (not including said avenue), Clifton avenue (not including said avenue), Eighth avenue (not including said avenue), M. & E. R. R. avenue, the Morris canal to Bloomfield avenue.

GRAMMAR SCHOOL DISTRICT BOUNDARIES.

BURNET STREET.

Beginning at the Passaic river, Rector street, Broad street, West Park street, Halsey street, Warren street, High street, Bleecker street (not including said street), Summit street, Sussex avenue, Boyden street, Eighth avenue, Broad street, Clay street, Ogden street, Carlisle place to the Passaic river.

WASHINGTON STREET.

Beginning at Broad street, Market street, High street (both sides), West Kinney street (not including said street), West street, Montgomery street, Somerset street, Waverly place, High street, Clinton avenue, Broad street to Market street.

MORTON STREET.

Beginning at High street, West Kinney street (both sides), West street, Montgomery street, Belmont avenue, Springfield avenue, Rankin street, South Orange avenue, Springfield avenue, High street (not including said street) to West Kinney street.

* LAWRENCE STREET.

Beginning at the Passaic river, Rector street, Broad street, West Park Street, Halsey street, Warren street, High street, Market street, Broad street, Green street (not including said street), N. J. R. R. avenue to the Passaic river.

CHESTNUT STREET.

Beginning at N. J. R. R. avenue, Wright street, Broad street, Murray street, Clinton avenue, Broad street, Green street (both sides), N. J. R. R. avenue to Wright street.

LAFAYETTE STREET.

Beginning at the Passaic river, N. J. R. R. avenue, Walnut street, Van Buren street, Lafayette street, Jackson street (both sides) to the Passaic river.

SOUTH EIGHTH STREET.

Beginning at the western city line, South Orange avenue, Littleton avenue, Bank street, Bergen street, Warren street, Second street. M. & E. R. R. avenue to the western city line.

THIRTEENTH AVENUE.

Beginning at High street, Bank street, Littleton avenue, South Orange avenue, Springfield avenue, High street to Bank street.

CENTRAL AVENUE.

Beginning at High street, Bank street, Bergen street, Warren street, Second street, M. & E. R. R. avenue, Boyden street, Sussex avenue, Summit street, Bleecker street (both sides), High street to Bank street.

SUMMER AVENUE.

Beginning at the Passaic river, Fourth avenue, Bloomfield avenue, the Morris canal, Chester avenue to the Passaic river.

ELLIOT STREET.

Beginning at the Passaic river, Chester avenue, the Morris canal, the Old Bloomfield road, the western city line to the Second river.

MILLER STREET.

Beginning at the southern city line, N. J. R. R. avenue, Wright street, Broad street, Murray street, Clinton avenue, High street, Waverly place, Avon place, Avon avenue, western city line, thence following the course of said line to the intersection of the southern city line and N. J. R. R. avenue.

OLIVER STREET.

Beginning at the southern city line, N. J. R. R. avenue, Walnut street, Sandford street, South street, Avenue G to the southern city line.

NORTH SEVENTH STREET.

Beginning at the western city line, the Old Bloomfield road, the Morris canal, M. & E. R. R. avenue to the western city line.

SOUTH MARKET STREET.

Beginning at the Passaic river, Jackson street (not including said street), N. & N. Y. R. R., Chambers street, Ferry street, Niagara street, Margaretta street, Avenue L, Hamburg place to Newark bay.

HAMBURG PLACE.

Beginning at Jackson street, N. & N. Y. R. R., Chambers street, Ferry street, Niagara street, Margaretta street, Avenue L, Hamburg place, Newark bay, along the bay to the southern city line, Avenue G, South street, Sandford street, Walnut street, Van Buren street, Lafayette street, Jackson street (not including said street) to N. & N. Y. R. R.

SOUTH TENTH STREET.

Beginning at the western city line, South Orange avenue, Littleton avenue, Springfield avenue to South Sixth street, thence in a direct line through Treacy avenue to Avon avenue, to the western city line.

NEWTON STREET.

Beginning at Rankin street, South Orange avenue, Littleton avenue, Springfield avenue, Rankin street to South Orange avenue.

EIGHTEENTH AVENUE.

Beginning at Avon avenue, Avon place, Waverly place, Somerset street, Montgomery street, Belmont avenue, Springfield avenue to South Sixth street, thence in a direct westerly line through Treacy avenue to Avon avenue, to Avon place.

"FRANKLIN."

Beginning at the Passaic river, Fourth avenue, Bloomfield avenue, the Morris canal, M. & E. R. R. avenue, Boyden street, Eighth avenue, Broad street, Clay street, Ogden street, Carlisle place to the Passaic river.

X—MISCELLANEOUS.

1. CONSTRUCTION.

In the construction of these regulations, the word "teacher," in whatsoever relation the same may occur, shall be held and deemed to apply alike to principals, vice-principals, head assistants and assistants.

2. PUBLICATION.

Schedules of Salaries, the Manual of Instruction, the Registers, the Records and "Instructions" for keeping the same, mentioned in these regulations, and all orders or directions of a uniform and general character for the guidance of employees or agents of the Board, shall be prescribed, adopted and tabulated by the Board, filed in their office for inspection, and, except the registers and records, published with and as part of the Annual Report.

3. AMENDMENT.

These regulations may be amended at a regular meeting on one month's notice in writing given at a regular meeting, by a vote of twenty members. All supplements and amendments shall be adjusted to, and from time to time incorporated and published with these regulations, under appropriate titles and subdivisions.

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